

School City of Mishawaka RISE 3.0 Rubric - 2024 (v.2024)

Printed September 3, 2024

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School City of Mishawaka RISE 3.0 Rubric - 2024 (v.2024) is only available for Battell Elementary School.

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data to Plan

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding

Effective

Teacher uses prior assessment data to formulate:
- Achievement goals, unit plans, AND lesson plans

Improvement Necessary

Teacher uses prior assessment data to formulate:
- Achievement goals, unit plans, OR lesson plans, but not all of the above

Ineffective

Teacher rarely or never uses prior assessment data when planning

1.2 Set Clear, Rigorous, and Measurable Student Learning Intentions

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Plans rigorous student learning intentions (daily lesson plans) and learning outcomes (unit plans) based on grade high expectations and priority standards in the content area

Effective

Teacher develops student learning intention(s) that is/are:
- Measurable;
- Aligned to content standards; AND
- Includes benchmarks to help monitor learning and inform instruction

Improvement Necessary

Teacher develops student learning intention that is:
- Measurable;
The goal may *not*:
- Align to content standards; OR
- Include benchmarks to help monitor learning and inform interventions throughout the year

Ineffective

Teacher rarely or never develops learning intentions for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Utilizes Standards-Based Unit Plans and Assessments Utilizing Appropriate, Differentiated Practices

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Utilizes formative assessments that align with end-of-year summative assessments (either state, district, or CFAs)
- Teacher anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit
- Teacher consistently utilizes well designed,

Effective

Based on learning intentions, teacher plans units by:
- Identifying priority content standards that students will master in each unit and utilizes assessments before each unit begins for backwards planning
- Teacher is allocating an instructionally appropriate amount of time for each unit
- Teacher frequently develops level-

Improvement Necessary

Based on learning intentions, teacher plans units by:
- Identifying priority content standards that students will master in each unit
- Teacher occasionally develops level-appropriate and differentiated lesson plans based on assessments
Teacher may *not*:

Ineffective

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

Teacher rarely develops level-appropriate and differentiated lesson plans based on assessments

level-appropriate, and differentiated lesson plans based on assessments

appropriate and differentiated lesson plans based on assessments

- Create assessments before each unit begins for backwards planning
- Allocate an instructionally appropriate amount of time for each unit

1.4 Create Success Criteria-Driven Lesson Plans and Assessments

Highly Effective

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

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

Effective

Based on unit plan, teacher plans daily lessons by:

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

Improvement Necessary

Based on unit plan, teacher plans daily lessons by:

- Identifying learning intentions that are aligned to state content standards
- Matching instructional strategies as well as meaningful and relevant activities/assignments to the learning intentions

Teacher may *not*:

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

Ineffective

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

DOMAIN 2: EFFECTIVE INSTRUCTION

2.1 Develop Student Understanding and Mastery of Learning Intentions

Highly Effective

Teacher is highly effective at developing student understanding and mastery of learning intentions

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

- Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests

- Teacher effectively engages prior knowledge of students in connecting to lesson. Students can explain what they are

Effective

Teacher is effective at developing student understanding and mastery of learning intentions

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

- The learning intention is written in a student-friendly manner and visibly displayed in the room and/or explained to

Improvement Necessary

Teacher needs improvement at developing student understanding and mastery of learning intentions

- The learning intention conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable

- The learning intention is stated, but not in a student-friendly manner that leads to understanding

Ineffective

Teacher is ineffective at developing student understanding and mastery of learning intentions

- The learning intention is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the

- There may be no effort to connect learning intention to prior knowledge of students

learning and why it is important	students in easy- to- understand terms		
- Students demonstrate through work or comments that they understand this connection	- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	- Lesson generally does not build on prior knowledge of students or students fail to make this connection	- Lesson is disorganized and does not lead to mastery of the learning intention
	- Lesson is well-organized and there is a clear understanding of where the material is placed in the larger context to move students towards mastery of the learning intention	- Organization of the lesson may not always be connected to mastery of the learning intention	

NOTES

2.2 Demonstrate and Clearly Communicate Learning Intentions to Students

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</i>	<i>Teacher is effective at demonstrating and clearly communicating content knowledge to students</i>	<i>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</i>	<i>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</i>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	- Teacher demonstrates content knowledge and delivers content that is factually correct	- Teacher delivers content that is factually correct	- Teacher may deliver content that is factually incorrect
- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest	- Content is clear, concise and well-organized	- Content occasionally lacks clarity and is not as well organized as it could be	- Explanations may be unclear or incoherent and fail to build student understanding of key concepts
- Explanations spark student excitement and interest in the content	- Teacher restates and rephrases instruction in multiple ways to increase understanding	- Teacher may fail to restate and rephrases instruction in multiple ways to increase understanding	- Teacher does not emphasize main ideas, and students are often confused about content
- Students participate in each others' learning of content through collaboration during the lesson	- Teacher emphasizes key points or main ideas in content	- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways	- Teacher emphasizes key points or main ideas in content
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher implements relevant instructional strategies	- Teacher does not always implement new and improved instructional strategies learned via professional learning.	- Teacher does not implement new and improved instructional strategies learned via professional learning

NOTES

2.3 Engage Students in Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>Teacher is highly effective at engaging students in academic content</i>	<i>Teacher is effective at engaging students in academic content</i>	<i>Teacher needs improvement at engaging students in academic content</i>	<i>Teacher is ineffective at engaging students in academic content</i>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Nearly all students are actively engaged in content at all times and not off-task	- 3/4 or more of students are actively engaged in content at all times and not off-task	- Fewer than 3/4 of students are engaged in content and many are off-task	- Fewer than 1/2 of students are engaged in content and many are off-task
- Teacher provides differentiated ways of engaging with content specific to individual student needs	- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the learning intention	- Teacher may provides multiple ways, of engaging students, but perhaps not to the learning intention or mastery of content	- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the learning intention or mastery of content
- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do	- Ways of engaging with content reflect different learning modalities or intelligences	- Teacher may miss opportunities to provide ways of differentiating content for student engagement	- Teacher does not differentiate instruction to target different learning modalities
	- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective	- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students
	- Students exceptionalities such as disabilities, high ability, and/or English Learners have the appropriate accommodations to be engaged in content	- Students exceptionalities such as disabilities, high ability, and/or English Learners are sometimes given appropriate accommodations to be engaged in content	- Students exceptionalities such as disabilities, high ability, and/or English Learners are not provided with the necessary accommodations to engage in content
	- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Students do not actively listen and are overtly disinterested in engaging

NOTES

2.4 Check for Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>Teacher is highly effective at checking for understanding</i>	<i>Teacher is effective at checking for understanding</i>	<i>Teacher needs improvement at checking for understanding</i>	<i>Teacher is ineffective at checking for understanding</i>

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

- Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)

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

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

- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding

- Teacher uses wait time effectively both after posing a question and before helping students think through a response

- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students

- Teacher systematically assesses every student's mastery of the success criteria at the end of each lesson through formal or formative assessments (see Notes for examples)

- Teacher sometimes checks for understanding of content, but misses several key moments

- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding

- Teacher may not provide enough wait time after posing a question for students to think and response before helping with an answer or moving forward with content

- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students

- Teacher may occasionally assess student mastery at the end of the lesson through formal or formative assessments.

- Teacher rarely or never checks for understanding of content, or misses nearly all key moments

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

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

- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students

- Teacher rarely or never assesses for mastery at the end of the lesson

NOTES

2.5 Modify Instruction as Needed

Highly Effective

Teacher is highly effective at modifying instruction, as needed

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

- Teacher anticipates student misunderstandings and preemptively addresses them

Effective

Teacher is effective at modifying instruction, as needed

- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students

Improvement Necessary

Teacher needs improvement at modifying instruction, as needed

- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students

Ineffective

Teacher is ineffective at modifying instruction as needed

- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students

- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement

- Teacher responds to misunderstandings with effective scaffolding techniques

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

- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques

- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful

- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding

- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

NOTES

2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work

Highly Effective

Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work

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

- Lesson is accessible / challenging to nearly all students

- Students are able to answer higher-level questions with meaningful responses

- Teacher shows/models exemplary work and motivates students/scaffolds to achieve it

- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements

Effective

Teacher is effective at developing a higher level of understanding through rigorous instruction and work

- Lesson is accessible / challenging to $\frac{3}{4}$ or more of students

- Teacher frequently develops higher-level understanding through effective questioning

- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding

- Even if mastery is not achieved, students have opportunities to meaningfully practice, apply, and demonstrate that they are learning

- Teacher shows patience and helps students to work hard toward mastering the learning intentions and to persist even when faced with difficult tasks

Improvement Necessary

Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work

- Lesson is not always accessible / challenging for most students

- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)

- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding

- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate

- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying

Ineffective

Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work

- Lesson is not aligned with developmental level of students (may be too challenging or too easy)

- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.

- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.

- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.

- Teacher gives up on students easily and does not encourage them to persist through difficult tasks

NOTES

2.7 Maximize Instructional Time

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

NOTES

2.8 Create Classroom Culture of Respect and Collaboration

Highly Effective	Effective	Improvement Necessary	Ineffective

Teacher is highly effective at creating a classroom culture of respect and collaboration

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

- Students reinforce academic success, positive character, and/or behavior and discourage negativity amongst themselves

Teacher is effective at creating a classroom culture of respect and collaboration

- Students are respectful of their teacher and peers

- Students are given opportunities to collaborate and support each other in the learning process

- Teacher reinforces positive academic character and behavior and uses consequences appropriately to discourage negative behavior

- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions

Teacher needs improvement at creating a classroom culture of respect and collaboration

- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms

- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together

- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both

- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others

Teacher is ineffective at creating a classroom culture of respect and collaboration

- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior norms

- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention

- Teacher rarely or never praises positive behavior

- Teacher rarely or never addresses negative behavior

NOTES

2.9 Set High Expectations for Academic Success

Highly Effective

Teacher is highly effective at setting high expectations for academic success.

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

- Teacher uses daily checks for understanding for additional data points

- Students participate in forming academic goals for themselves and analyzing their progress

- Student comments and actions demonstrate that they are excited about

Effective

Teacher is effective at setting high expectations for academic success.

- Teacher sets high expectations for students of all levels

- Students are invested in their work and value academic success as evidenced by their effort and quality of their work

- The classroom is a safe place to take on challenges and risk failure (students do not

Improvement Necessary

Teacher needs improvement at setting high expectations for academic success.

- Teacher may set high expectations for some, but not others

- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging

- Some students may be afraid to take on challenges and risk failure (hesitant to ask

Ineffective

Teacher is ineffective at setting high expectations for academic success.

- Teacher rarely or never sets high expectations for students

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

- Students are generally afraid to take on challenges and risk failure due to frequently

their work and understand why it is important

feel shy about asking questions or bad about answering incorrectly)

for help when needed or give-up easily)

discouraging comments from the teacher or peers

- Teacher celebrates and praises academic work.

- Teacher may praise the academic work of some, but not others

- Teacher rarely or never praises academic work or good behavior

NOTES

DOMAIN 3: Teacher Leadership

3.1 Contribute to School Culture

Highly Effective

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

- Teacher has consistent involvement as a leader in school wide activities and dedicates time to helping students outside of class time

Effective

Teacher will:

- Contribute ideas and expertise to further the schools' mission and initiatives
- Dedicate time efficiently, when needed, to helping students and peers outside of class

Improvement Necessary

Teacher will:

- Contribute occasional ideas and expertise to further the school's mission and initiatives

Teacher may not:

- Frequently dedicate time to help students and peers efficiently outside of class

Ineffective

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students/collaborating with peers.

3.2 Cultivate Professional Skills and Knowledge

Highly Effective

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

- Regularly share newly learned knowledge and practices with others

Effective

Teacher will:

- Actively pursue opportunities to improve knowledge and practice
- Seek out ways to implement new practices into instruction, where applicable
- Welcome constructive feedback to improve professional practices

Improvement Necessary

Teacher will:

- Attend all mandatory professional development opportunities

Teacher may not:

- Actively pursue optional professional development opportunities
- Seek out ways to implement new practices into instruction
- Accept constructive feedback well

Ineffective

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

3.3 Advocate for Student Success

Highly Effective

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

- Display commitment to the development and support of the Whole Child, including

Effective

Teacher will:

- Display commitment to the development and support of the academic education of students

Improvement Necessary

Teacher will:

- Display commitment to the academic education of all his/her students

Ineffective

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

academic education, behaviorally, and socially/emotionally

- Attempt to remedy obstacles around student achievement
- Advocate for students' individualized needs

Teacher may not:
- Advocate for students' needs

3.4 Engage Families in Student Learning

Highly Effective

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

- Demonstrates a proactive effort to build relationships in which parents are given multiple opportunities to engage in student learning throughout the entirety of the school year

Effective

Teacher will:

- Proactively reach out to parents in a variety of ways to engage them in student learning
- Respond promptly to contact from parents with 24-48 hours
- Engage in all forms of parent outreach required by the school

Improvement Necessary

Teacher will:

- Respond to contact from parents
- Engage in all forms of parent outreach required by the school

Teacher may not:

- Proactively reach out to parents to engage them in student learning
- Respond to contact from parents within 24-48 hours

Ineffective

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

DOMAIN 4: Core Professionalism Rubric

4.1 Attendance

Does Not Meet Standard

Individual demonstrates a pattern of offering last-minute notice (24 hours or less) for absence requests, improperly utilizes sick leave (unless documentation is offered e.g. schedules sick days in advance), and/or routinely requests absences that extend a holiday or break.

Meets Standard

Individual does not demonstrate a pattern of attendance issues.

4.2 On-Time Arrival

Does Not Meet Standard

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

Meets Standard

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

agreement)

agreement)

4.3 Policies and Procedures

Does
Not
Meet
Standard

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

Meets
Standard

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

4.4 Respect

Does
Not
Meet
Standard

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

Meets
Standard

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

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

School City of Mishawaka Exceptional Learners Teacher (v.2022) is only available for Battell Elementary School.

Domain 1: Purposeful Planning and Preparation (40.00%)

1.1 Utilize Assessment Data to Plan

Highly Effective	Effective	Needs Improvement	Ineffective
Teacher nearly always uses multiple assessment data, as included in the comprehensive PLAFP to formulate goals and specially designed instruction; and Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	Teacher consistently uses multiple assessment data, as included in the comprehensive PLAFP to formulate goals and specially designed instruction	Teacher inconsistently uses multiple assessment data, as included in the PLAFP to formulate goals and specially designed instruction	Teacher rarely uses multiple assessment data, as included in the PLAFP to formulate goals and specially designed instruction.

1.2 Set Ambitious and Measurable Goals

Highly Effective	Effective	Needs Improvement	Ineffective
Teacher nearly always develops IEP goals that are ambitious, measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP; and Nearly always adjusts goals to ensure student progress.	Teacher consistently develops IEP goals that are measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP; and Consistently adjusts goals to ensure student progress	Teacher inconsistently develops IEP goals that are measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP; and/or Inconsistently adjusts goals to ensure student progress	Teacher rarely develops IEP goals that are measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP; or Rarely adjusts goals to ensure student progress.

1.3 Prepare Goal Driven Lessons

Highly Effective	Effective	Needs Improvement	Ineffective
Teacher nearly always prepares lessons that allow for flexibility in pacing and/or	Teacher consistently prepares lessons that represent an appropriate level of expectation	Teacher inconsistently prepares lessons that align with individual student goals, state	Teacher rarely prepares lessons that align with individual student goals, state standards

delivery while maintaining high expectations and aligning with individual student goals, state standards and students' specially designed instruction

and align with individual student goals, state standards and students' specially designed instruction.

standards, and students' specially designed instruction

and students' specially designed instruction

1.4 Track Student Data and Analyze Progress

Highly Effective

Teacher nearly always maintains a goal data tracking system, records progress monitoring data, reviews the data to complete the mandatory Progress Report.

Uses all progress monitoring data to directly inform instruction and drive lesson planning

Effective

Teacher consistently maintains a goal data tracking system for self and Program Assistants,

and

Consistently records progress monitoring data, reviews the data to complete the mandatory Progress Report.

Needs Improvement

Teacher inconsistently maintains a goal data tracking system for self and Program Assistants,

or

Inconsistently records progress monitoring data, reviews the data to complete the mandatory Progress Report.

Ineffective

Teacher rarely maintains a goal data tracking system for self and Program Assistants, records progress monitoring data, or reviews the data to complete the mandatory Progress Report.

1.5 Implement use of Evidence-Based Materials

Highly Effective

Teacher nearly always uses evidence-based materials aligned with core curriculum, student goals and state standards. There is knowledge and adaptation of materials, and careful selection of materials based on student learning styles.

Effective

Teacher consistently uses evidence based materials aligned with core curriculum, student goals and state standards. There is knowledge and adaptation of materials

Needs Improvement

Teacher inconsistently uses evidence based materials aligned with core curriculum, student goals and state standards.

Ineffective

Teacher rarely uses evidence-based materials aligned with core curriculum, student goals and state standards

Domain 2: Effective Instruction (30.00%)

2.1 Develop Student Understanding and Mastery of Lesson Objectives

Highly Effective

Teacher nearly always provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are consistently explained to the student in terms they understand and the student recognizes how the lesson is aligned to their goals;

Effective

Teacher consistently provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are consistently explained to the student in terms they understand and the student recognizes how the lesson is aligned to their goals.

Needs Improvement

Teacher inconsistently provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are inconsistently explained to the student in terms they understand

Ineffective

Teacher rarely provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are rarely explained to the student in terms they understand

and

Students can explain what they are learning and how it relates to their individual IEP goals

2.2 Clearly Communicate Content Knowledge to Students

Highly Effective

Teacher nearly always delivers content that is factually correct, clear, concise, well organized, developmentally appropriate;

and

Pauses, restates or rephrases instruction even when it's obvious that students are not understanding;

and

Effectively connects instruction to other content areas, students' experience/interests in order to make instruction relevant.

Effective

Teacher consistently delivers content that is factually correct, clear, concise, well organized and developmentally appropriate;

and

Pauses, restates or rephrases instruction even when it's obvious that students are not understanding.

Needs Improvement

Teacher inconsistently delivers content that is factually correct, clear, concise, well organized or developmentally appropriate;

and/or

Inconsistently pauses, restates or rephrases instruction even when it's obvious that students are not understanding.

Ineffective

Teacher rarely delivers content that is factually correct, clear, concise, well organized or developmentally appropriate;

and/or

Rarely pauses, restates or rephrases instruction even when it's obvious that students are not understanding.

2.3 Engage Students in Academic Content

Highly Effective

Teacher nearly always provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are actively engaged;

and

Lesson pacing is appropriate so that students are not disengaged, and students who finish early have something else meaningful to do;

and

Effectively integrates technology as a tool to engage students;

Effective

Teacher consistently provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are actively engaged;

and

Teacher's expectations are consistently presented both orally and visually, positively stated, and are clear to students.

Needs Improvement

Teacher inconsistently provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are engaged;

and/or

Expectations are inconsistently presented, stated negatively, or are unclear to students.

Ineffective

Teacher rarely provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are engaged;

and/or

Expectations are rarely presented.

and

Expectations are consistently presented both orally and visually, positively stated, and students demonstrated understanding and applications.

2.4 Check for Understanding

Highly Effective

Teacher nearly always checks for understanding of content by using a variety of effective methods to give students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and

Assesses for mastery at the end of the lesson;

and

Checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses;

and

Uses open ended questions to identify common mis-understandings and assesses student mastery of materials at a range of both lower and higher-order thinking.

Effective

Teacher consistently checks for understanding of content by using a variety of effective methods to , gives students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and/or

Assesses for mastery at the end of the lesson.

Needs Improvement

Teacher inconsistently checks for understanding of content by using more than one effective method repeatedly, gives students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and/or

Assesses for mastery at the end of the lesson

Ineffective

Teacher rarely checks for understanding of content by using more than one effective method repeatedly, gives students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and/or

Assesses for mastery at the end of the lesson.

2.5 Develop Higher Level of Understanding Through Rigorous Instruction and Work

Highly Effective

Teacher nearly always aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The teacher nearly always allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and encourages students to

Effective

Teacher consistently aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The teacher consistently allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and rarely encourages students

Needs Improvement

Teacher inconsistently aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The teacher inconsistently allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and rarely encourages students

Ineffective

Teacher rarely aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The teacher rarely allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and rarely encourages students

persist through difficult tasks;

and

Students pose higher level questions to the teacher and each other. Teacher highlights student work that meets high expectations motivating all students to do their best;

and

Teacher provides students with additional opportunities to apply and build skills beyond lesson elements (e.g. extra credit, enrichment assignments).

to persist through difficult tasks

to persist through difficult tasks

to persist through difficult tasks

2.6 Maximize Instructional Time

Highly Effective

Teacher nearly always starts the lesson on time using well executed management of instructional resources, routines, transitions and procedures;

and

Students are engaged in meaningful work for significant periods of time;

and

Instruction time is not lost because students are on task and follow the instructions of the teacher without prompting;

and

Students share responsibilities for routines, transitions and procedures and work well together to accomplish these tasks

Effective

Teacher consistently starts the lesson on time using well executed management of instructional resources, routines, transitions and procedures;

and

Students are engaged in meaningful work for significant periods of time;

and

Instruction time is not lost because students are on task and follow the instructions of the teacher without much prompting.

Needs Improvement

Teacher inconsistently starts the lesson on time due poor management of instructional resources, routines, transitions and procedures;

and/or

Students are inconsistently engaged in meaningful work for significant periods of time;

and/or

Instruction time is occasionally lost due to poor management of disruptive and off-task behaviors, even with significant prompting from the teacher.

Ineffective

Teacher rarely starts the lesson on time due poor management of instructional resources, routines, transitions and procedures;

and/or

Students are rarely engaged in meaningful work for significant periods of time;

and/or

Instruction time is regularly lost due to poor management of disruptive and off-task behaviors.

2.7 Targeted Behavior Intervention

Highly Effective

Teacher almost always recognizes the need to address student behavior through the

Effective

Teacher consistently recognizes the need to address student behavior through the

Needs Improvement

Teacher inconsistently recognizes the need to address student behavior through the

Ineffective

Teacher rarely recognizes the need to address student behavior through the

FBA/BIP process.

Teacher initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring.

All components of the BIP address the replacement behavior, lagging skill and the specially designed instruction to teach the skill;

and

Student, staff, and family are active participants in the development, implementation and monitoring of the BIP, including any data driven revisions

FBA/BIP process;

and

Consistently initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring;

and

All components of the BIP address the replacement behavior, lagging skill and the specially designed instruction to teach the skill.

FBA/BIP process;

and/or

Inconsistently initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring.

and/or

The strategies in the BIP are not individualized to the student's needs.

FBA/BIP process;

and/or

Rarely initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring.

Domain 3: Exceptional Learners Teacher's Leadership and Responsibilities (30.00%)

3.1 Contribute to School Culture

Highly Effective

Teacher nearly always contributes ideas and expertise to further the schools' mission and initiatives;

and

Seeks out leadership roles.

Effective

Teacher consistently contributes ideas and expertise to further the schools' mission and initiatives

Needs Improvement

Teacher inconsistently contributes ideas and expertise to further the schools' mission and initiatives.

Ineffective

Teacher rarely contributes ideas and expertise to further the schools' mission and initiatives.

3.2 Professional Collaboration

Highly Effective

Teacher nearly always seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed. Goes above and beyond in seeking opportunities to collaborate

Effective

Teacher consistently seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed

Needs Improvement

Teacher inconsistently seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed.

Ineffective

Teacher rarely seeks out and participates in regular opportunities to work with and learn from others, or asks for assistance when needed

3.3 Professional Skills and Knowledge

Highly Effective

Teacher nearly always implements professional learning in the educational environment and shares new knowledge with colleagues.

Effective

Teacher consistently reflects on practice to identify areas for growth and seeks out related opportunities for professional learning

Needs Improvement

Teacher inconsistently participates in professional learning upon request.

Ineffective

Teacher rarely pursues or attends professional learning opportunities

3.4 IEP & Case Conference Responsibilities

Highly Effective

Teacher nearly always submits compliant Draft IEP to the IEP Specialist prior to providing it to the parent within the appropriate timeline, and completes IEPs with minimal or no errors.

Teacher consistently makes the requested revisions to bring the IEP into compliance;

and

Arrives at the case conference prepared to facilitate the meeting.

Effective

Teacher consistently submits compliant Draft IEP to the IEP Specialist prior to providing it to the parent within the appropriate timeline, and completes IEPs without repeated errors.

Teacher consistently makes the requested revisions to bring the IEP into compliance

Needs Improvement

Teacher inconsistently submits compliant Draft IEP to the IEP Specialist prior to providing it to the parent within the appropriate timeline, or completes IEPs without repeated errors;

or

Inconsistently makes the requested revisions to bring the IEP into compliance.

Ineffective

Teacher rarely submits compliant Draft IEP to the IEP Specialist prior to providing it to the parent within the appropriate timeline, or completes IEPs without repeated errors;

or

Rarely makes the requested revisions to bring the IEP into compliance.

3.5 Case Conference Participation

Highly Effective

Teacher nearly always follows legal procedures, reviews all components of the IEP, and actively seeks families/staff members' meaningful participation in case conferences;

and

Navigates through differences in opinions to come to a mutually agreeable solution, while maintaining a positive relationship

Effective

Teacher consistently follows legal procedures, reviews all components of the IEP, and provides families/staff members opportunities to have meaningful participation in case conferences.

Needs Improvement

Teacher inconsistently follows legal procedures, reviews all components of the IEP, or provides families/staff members minimal opportunities to have meaningful participation in case conferences.

Ineffective

Teacher rarely follows legal procedures, reviews all components of the IEP, or provides families/staff members opportunities to have meaningful participation in case conferences.

3.6 Post Case Conference Responsibilities

Highly Effective

Effective

Needs Improvement

Ineffective

Teacher nearly always adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and the IEP Specialist within the mandated timeline;

and

Nearly always develops Re-Evaluation Plans as determined by the CCC.

Teacher consistently adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and the IEP Specialist within the mandated timeline;

and

Consistently develops Re-Evaluation Plans as determined by the CCC.

Teacher inconsistently adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and the IEP Specialist within the mandated timeline;

or

Inconsistently develops Re-Evaluation Plans as determined by the CCC.

Teacher rarely adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and the IEP Specialist within the mandated timeline;

or

Rarely develops Re-Evaluation Plans as determined by the CCC.

3.7 Support Staff Supervision

Highly Effective

Teacher nearly always provides clear and concise directions, structure, support and/or materials to Program Assistants on a regular basis, in order to effectively meet student needs and maintain a professional working relationship;

and

Observes, evaluates and provides feedback to Program Assistants to ensure implementation fidelity

Effective

Teacher consistently provides clear and concise directions, structure, support and/or materials to Program Assistants on a regular basis, in order to effectively meet student needs and maintain a professional working relationship.

Needs Improvement

Teacher inconsistently provides unclear or inconsistent directions, structure, support and/or materials to Program Assistants, hindering the staff's ability to effectively meet student needs.

Ineffective

Teacher rarely provides directions, structure, support and/or materials to Program Assistants, hindering the staff's ability to effectively meet student needs.

3.8 IEP Implementation

Highly Effective

Teacher nearly always implements the IEP as written, including accommodations, goals, provisions, and LRE;

and

In a timely manner develops, submits, and maintains/updates an EL master schedule that includes all students' required IEP provisions in the correct LRE

Effective

Teacher consistently implements the IEP as written, including accommodations, goals, provisions, and LRE;

and

In a timely manner develops and submits an EL master schedule that includes all students' required IEP provisions in the correct LRE.

Needs Improvement

Teacher inconsistently implements the IEP as written, including accommodations, goals, provisions, and LRE;

and/or

Inconsistently develops an EL master schedule that includes all students' required IEP provisions in the correct LRE.

Ineffective

Teacher rarely implements the IEP as written, including accommodations, goals, provisions, and LRE;

and/or

Does not develop an EL master schedule that includes all students' required IEP provisions in the correct LRE.

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance & Punctuality

**Meets
Standard**

Teacher has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.

**Does
Not
Meet
Standard**

Teacher has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.

4.2 Policies and Procedures

**Meets
Standard**

Teacher follows all local, state, and federal laws related to school and the community and follows all locally established policies and procedures.

**Does
Not
Meet
Standard**

Teacher has not followed all local, state, and federal laws related to school and the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.

4.3 Respect

**Meets
Standard**

Teacher interacts with students, colleagues, administrators, parents/families and community members in a respectful manner

**Does
Not
Meet
Standard**

Teacher has demonstrated a pattern of failing to interact with students, colleagues, administrators, parents/families and/or community members in a respectful manner

4.4 Ethical

**Meets
Standard**

Teacher exhibits behavior consistent with the SCM expectations and performs the function of the job in an ethical manner.

**Does
Not
Meet
Standard**

Teacher exhibits behavior contrary to the SCM expectations and/or fails to perform the function of the job in an ethical manner.

School City of Mishawaka Speech Language Pathologist (v.2022)

Printed September 3, 2024

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School City of Mishawaka Speech Language Pathologist (v.2022) is only available for Battell Elementary School.

Domain 1: Purposeful Planning and Preparation (40.00%)

1.1 Utilize Assessment Data to Plan

Highly Effective	Effective	Needs Improvement	Ineffective
SLP nearly always uses multiple assessment data, as included in the comprehensive PLAFP to formulate goals and specially designed instruction; and Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	SLP consistently uses multiple assessment data, as included in the comprehensive PLAFP to formulate goals and specially designed instruction	SLP inconsistently uses multiple assessment data, as included in the PLAFP to formulate goals and specially designed instruction	SLP rarely uses multiple assessment data, as included in the PLAFP to formulate goals and specially designed instruction

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

Highly Effective	Effective	Needs Improvement	Ineffective
SLP nearly always conducts evaluations that are consistently comprehensive and go above and beyond requirements in determining student strengths and needs for instructional and/or programming purposes	SLP consistently conducts evaluations that are consistently compliant with minimum requirements of Article 7, appropriate for the student being evaluated, and informative for instructional and/or programming purposes.	SLP conducts evaluations that are inconsistently compliant with minimum requirements of Article 7 but are limited in appropriateness for the student being evaluated and/or limited in providing instructionally	SLP rarely conducts evaluations that are compliant with Article 7, and/or appropriate for the student being evaluated

1.3 Set Ambitious and Measurable Goals

Highly Effective	Effective	Needs Improvement	Ineffective
SLP nearly always develops IEP goals that are ambitious, measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP;	SLP consistently develops IEP goals that are measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP;	SLP inconsistently develops IEP goals that are measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP;	SLP rarely develops IEP goals that are measurable, aligned to grade level standards, and include an appropriately challenging skill to be acquired based on PLAFP;

and

Nearly always adjusts goals to ensure student progress using classroom curriculum, materials and vocabulary.

and

Consistently adjusts goals to ensure student progress

and/or

Inconsistently adjusts goals to ensure student progress

or

Rarely adjusts goals to ensure student progress

1.4 Prepare Goal Driven Lessons

Highly Effective

SLP nearly always prepares lessons that allow for flexibility in pacing and/or delivery while maintaining high expectations and aligning with individual student goals, state standards and students' specially designed instruction that support classroom curriculum and enhance classroom performance.

Effective

SLP consistently prepares lessons that represent an appropriate level of expectation and align with individual student goals, state standards and students' specially designed instruction.

Needs Improvement

SLP inconsistently prepares lessons that align with individual student goals, state standards, and students' specially designed instruction

Ineffective

SLP rarely prepares lessons that align with individual student goals, state standards and students' specially designed instruction

1.5 Track Student Data and Analyze Progress

Highly Effective

SLP nearly always maintains a goal data tracking system, records progress monitoring data, reviews the data to determine growth towards goal mastery and planning future lessons.

Uses all progress monitoring data to directly inform instruction and drive lesson planning.

Effective

SLP consistently maintains a goal data tracking system for self and Program Assistants, and consistently records progress monitoring data, reviews the data to determine growth towards goal mastery and planning future lessons

Needs Improvement

SLP inconsistently maintains a goal data tracking system for self and Program Assistants, or inconsistently records progress monitoring data, reviews the data to determine growth towards goal mastery and planning future lessons

Ineffective

SLP rarely maintains a goal data tracking system for self and Program Assistants, records progress monitoring data, or reviews the data to determine growth towards goal mastery and planning future lessons

1.6 Implement use of Evidence-Based Materials

Highly Effective

SLP nearly always uses evidence-based materials aligned with core curriculum, student goals and state standards. There is knowledge and adaptation of materials, and careful selection of materials based on student learning styles

Effective

SLP consistently uses evidence based materials aligned with core curriculum, student goals and state standards. There is knowledge and adaptation of materials

Needs Improvement

SLP inconsistently uses evidence based materials aligned with core curriculum, student goals and state standards.

Ineffective

SLP rarely uses evidence-based materials aligned with core curriculum, student goals and state standards

Domain 2: Effective Instruction (30.00%)

2.1 Develop Student Understanding and Mastery of Lesson Objectives

Highly Effective

SLP nearly always provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are consistently explained to the student in terms they understand and the student recognizes how the lesson is aligned to their goals;

and

Students can explain what they are learning and how it relates to their individual IEP goals.

Effective

SLP consistently provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are consistently explained to the student in terms they understand and the student recognizes how the lesson is aligned to their goals.

Needs Improvement

SLP inconsistently provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are inconsistently explained to the student in terms they understand.

Ineffective

SLP rarely provides clearly identified and organized lesson objectives, connecting to the student's prior knowledge and IEP goals. The importance of the objectives are rarely explained to the student in terms they understand

2.2 Clearly Communicate Content Knowledge to Students

Highly Effective

SLP nearly always delivers content that is factually correct, clear, concise, well organized, developmentally appropriate;

and

Pauses, restates or rephrases instruction when it's obvious that students are not understanding;

and

Effectively connects instruction to other content areas, students' experience/interests in order to make instruction relevant.

Effective

SLP consistently delivers content that is factually correct, clear, concise, well organized and developmentally appropriate;

and

Pauses, restates or rephrases instruction when it's obvious that students are not understanding.

Needs Improvement

SLP inconsistently delivers content that is factually correct, clear, concise, well organized or developmentally appropriate;

and/or

Inconsistently pauses, restates or rephrases instruction even when it's obvious that students are not understanding

Ineffective

SLP rarely delivers content that is factually correct, clear, concise, well organized or developmentally appropriate;

and/or

Rarely pauses, restates or rephrases instruction even when it's obvious that students are not understanding.

2.3 Engage students in academic content

Highly Effective

SLP nearly always provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are

Effective

SLP consistently provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are

Needs Improvement

SLP inconsistently provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are

Ineffective

SLP rarely provides multiple ways of engaging students, differentiates instruction to reflect learning modalities, adjusts lessons to accommodate for student's prerequisite skills and knowledge so all students are

actively engaged;

and

Lesson pacing is appropriate so that students are not disengaged, and students who finish early have something else meaningful to do;

and

Effectively integrates technology as a tool to engage students;

and

Expectations are consistently presented both orally and visually, positively stated, and students demonstrated understanding and applications.

actively engaged;

and

SLP's expectations are consistently presented both orally and visually, positively stated, and are clear to students

engaged;

and/or

Expectations are inconsistently presented, stated negatively, or are unclear to students

engaged;

and/or

Expectations are rarely presented.

2.4 Check for Understanding

Highly Effective

SLP nearly always checks for understanding of content by using a variety of effective methods to give students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and

Assesses for mastery at the end of the lesson;

and

Checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses;

and

Uses open ended questions to identify common misunderstandings and assesses student mastery of materials at a range of both lower and higher-order thinking.

Effective

SLP consistently checks for understanding of content by using a variety of effective methods, gives students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and/or

Assesses for mastery at the end of the lesson.

Needs Improvement

SLP inconsistently checks for understanding of content by using more than one effective method repeatedly, gives students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and/or

Assesses for mastery at the end of the lesson.

Ineffective

SLP rarely checks for understanding of content by using more than one effective method repeatedly, gives students a chance to demonstrate understanding, or uses appropriate wait time for students to process/answer questions;

and/or

Assesses for mastery at the end of the lesson

2.5 Develop Higher Level of Understanding Through Rigorous Instruction and Work

Highly Effective	Effective	Needs Improvement	Ineffective
SLP nearly always aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The SLP nearly always allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and encourages students to persist through difficult tasks; and Students pose higher level questions to the SLP and each other. SLP highlights student work that meets high expectations motivating all students to do their best; and SLP provides students with additional opportunities to apply and build skills beyond lesson elements (e.g. extra credit, enrichment assignments).	SLP consistently aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The SLP consistently allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and rarely encourages students to persist through difficult tasks	SLP inconsistently aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The SLP inconsistently allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and rarely encourages students to persist through difficult tasks.	SLP rarely aligns lessons that are accessible and challenging, develops higher level understanding through effective questioning. The SLP rarely allows students opportunities to meaningfully practice, apply and demonstrate what they are learning and rarely encourages students to persist through difficult tasks

2.6 Maximize Instructional Time

Highly Effective	Effective	Needs Improvement	Ineffective
SLP nearly always starts the lesson on time using well executed management of instructional resources, routines, transitions and procedures; and Students are engaged in meaningful work for significant periods of time; and Instruction time is not lost because students are on task and follow the instructions of the SLP without prompting; and	SLP consistently starts the lesson on time using well executed management of instructional resources, routines, transitions and procedures; and Students are engaged in meaningful work for significant periods of time; and Instruction time is not lost because students are on task and follow the instructions of the SLP without much prompting	SLP inconsistently starts the lesson on time due poor management of instructional resources, routines, transitions and procedures; and/or Students are inconsistently engaged in meaningful work for significant periods of time; and/or Instruction time is occasionally lost due to poor management of disruptive and off-task behaviors, even with significant prompting from the SLP.	SLP rarely starts the lesson on time due poor management of instructional resources, routines, transitions and procedures; and/or Students are rarely engaged in meaningful work for significant periods of time; and/or Instruction time is regularly lost due to poor management of disruptive and off-task behaviors

Students share responsibilities for routines, transitions and procedures and work well together to accomplish these tasks

2.7 Targeted Behavior Intervention

Highly Effective

SLP almost always recognizes the need to address student behavior through the FBA/BIP process.

SLP initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring.

All components of the BIP address the replacement behavior, lagging skill and the specially designed instruction to teach the skill;

and

Student, staff, and family are active participants in the development, implementation and monitoring of the BIP, including any data driven revisions.

Effective

SLP consistently recognizes the need to address student behavior through the FBA/BIP process;

and

Consistently initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring;

and

All components of the BIP address the replacement behavior, lagging skill and the specially designed instruction to teach the skill.

Needs Improvement

SLP inconsistently recognizes the need to address student behavior through the FBA/BIP process;

and/or

Inconsistently initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring.

and/or

The strategies in the BIP are not individualized to the student's needs.

Ineffective

SLP rarely recognizes the need to address student behavior through the FBA/BIP process;

and/or

Rarely initiates/completes the process, including a re-evaluation plan, data collection and analysis, and the creation/implementation of a BIP that includes regular progress monitoring.

Domain 3: Exceptional Learners SLP's Leadership and Responsibilities (30.00%)

3.1 Contribute to School Culture

Highly Effective

SLP nearly always contributes ideas and expertise to further the schools' mission and initiatives;

and

Seeks out leadership roles.

Effective

SLP consistently contributes ideas and expertise to further the schools' mission and initiatives.

Needs Improvement

SLP inconsistently contributes ideas and expertise to further the schools' mission and initiatives.

Ineffective

SLP rarely contributes ideas and expertise to further the schools' mission and initiatives

3.2 Professional Collaboration

Highly Effective

SLP nearly always seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed. Goes above and beyond in seeking opportunities to collaborate.

Effective

SLP consistently seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed.

Needs Improvement

SLP inconsistently seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance when needed

Ineffective

SLP rarely seeks out and participates in regular opportunities to work with and learn from others, or asks for assistance when needed.

3.3 Professional Skills and Knowledge

Highly Effective

SLP nearly always implements professional learning in the educational environment and shares new knowledge with colleagues

Effective

SLP consistently reflects on practice to identify areas for growth and seeks out related opportunities for professional learning

Needs Improvement

SLP inconsistently participates in professional learning upon request.

Ineffective

SLP rarely pursues or attends professional learning opportunities

3.4 IEP & Case Conference Responsibilities

Highly Effective

SLP nearly always completes compliant IEPs within the appropriate timeline with minimal or no errors.

SLP consistently makes the requested revisions to bring the IEP into compliance;

and

Arrives at the case conference prepared to facilitate the meeting.

Effective

SLP consistently completes compliant IEPs within the appropriate timeline without repeated errors.

SLP consistently makes the requested revisions to bring the IEP into compliance.

Needs Improvement

SLP inconsistently completes compliant IEPs within the appropriate timeline without repeated errors;

or

Inconsistently makes the requested revisions to bring the IEP into compliance.

Ineffective

SLP rarely completes compliant IEPs within the appropriate timeline without repeated errors;

or

Rarely makes the requested revisions to bring the IEP into compliance

3.5 Case Conference Participation

Highly Effective

SLP nearly always follows legal procedures, reviews all components of the IEP, and actively seeks families/staff members' meaningful participation in case conferences;

and

Effective

SLP consistently follows legal procedures, reviews all components of the IEP, and provides families/staff members opportunities to have meaningful participation in case conferences.

Needs Improvement

SLP inconsistently follows legal procedures, reviews all components of the IEP, or provides families/staff members minimal opportunities to have meaningful participation in case conferences

Ineffective

SLP rarely follows legal procedures, reviews all components of the IEP, or provides families/staff members opportunities to have meaningful participation in case conferences.

Navigates through differences in opinions to come to a mutually agreeable solution, while maintaining a positive relationship

3.6 Post Case Conference Responsibilities

Highly Effective

SLP nearly always adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and distributes the IEP at a Glance within the mandated timeline;

and

Nearly always develops Re-Evaluation Plans as determined by the CCC.

Effective

SLP consistently adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and distributes the IEP at a Glance within the mandated timeline;

and

Consistently develops Re-Evaluation Plans as determined by the CCC.

Needs Improvement

SLP inconsistently adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and distributes the IEP at a Glance within the mandated timeline;

or

Inconsistently develops Re-Evaluation Plans as determined by the CCC.

Ineffective

SLP rarely adds additional information (including Conference Notes), finalizes, and sends the IEP to the parent and distributes the IEP at a Glance within the mandated timeline;

or

Rarely develops Re-Evaluation Plans as determined by the CCC

3.7 IEP Implementation

Highly Effective

SLP nearly always implements the IEP as written, including accommodations, goals, provisions, and LRE;

and

In a timely manner develops, submits, and maintains/updates an EL master schedule that includes all students' required IEP provisions in the correct LRE.

Effective

SLP consistently implements the IEP as written, including accommodations, goals, provisions, and LRE;

and

In a timely manner develops and submits an EL master schedule that includes all students' required IEP provisions in the correct LRE

Needs Improvement

SLP inconsistently implements the IEP as written, including accommodations, goals, provisions, and LRE;

and/or

Inconsistently develops an EL master schedule that includes all students' required IEP provisions in the correct LRE.

Ineffective

SLP rarely implements the IEP as written, including accommodations, goals, provisions, and LRE;

and/or

Does not develop an EL master schedule that includes all students' required IEP provisions in the correct LRE

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance & Punctuality

Meets Standard

SLP has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.

Does Not Meet Standard

SLP has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and

all related functions.

4.2 Policies and Procedures

Meets Standard

SLP follows all local, state, and federal laws related to school and the community and follows all locally established policies and procedures.

Does Not Meet Standard

SLP has not followed all local, state, and federal laws related to school and the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.

4.3 Respect

Meets Standard

SLP interacts with students, colleagues, administrators, parents/families and community members in a respectful manner.

Does Not Meet Standard

SLP has demonstrated a pattern of failing to interact with students, colleagues, administrators, parents/families and/or community members in a respectful manner.

4.4 Ethical

Meets Standard

SLP exhibits behavior consistent with the SCM expectations and performs the function of the job in an ethical manner.

Does Not Meet Standard

SLP exhibits behavior contrary to the SCM expectations and/or fails to perform the function of the job in an ethical manner.

School City of Mishawaka Guidance Counselor (v.2022)

Printed September 3, 2024

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School City of Mishawaka Guidance Counselor (v.2022) is only available for Battell Elementary School.

Domain A: Purposeful Planning (20.00%)

A1 Monitoring Student Achievement

Ineffective

The counselor does not monitor academic achievement.

Improvement Necessary

The counselor monitors student achievement but does not utilize data to enhance student success.

Effective

The counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.

Highly Effective

The counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.

A2 Support of Appropriate Student Decision Making

Ineffective

The counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.

The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

Improvement Necessary

The counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.

The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.

Effective

The counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.

The counselor generally assists students in identifying short-term and long-term goals and in developing appropriate action plans.

Highly Effective

The counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems.

The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.

A3 Support of Developmentally Appropriate Academic Preparation

Ineffective

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

Improvement Necessary

The counselor rarely guides students in establishing challenging academic goals and understanding assessment results.

The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.

Effective

The counselor generally guides students in establishing challenging academic goals and understanding assessment results.

The counselor generally assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.

Highly Effective

The counselor consistently guides all students in establishing challenging academic goals and understanding assessment results.

The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.

Domain B: Student Assistance Services (20.00%)

B1 Assistance to Students in Acquiring Appropriate Attitudes, Knowledge and Interpersonal Skills

Ineffective

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

Improvement Necessary

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

Effective

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

Highly Effective

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

B2 Students' Safety and Survival Skills

Ineffective

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

Improvement Necessary

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

Effective

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

Highly Effective

The counselor consistently explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, and implements prevention programming for students.

B3 Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, and Referrals.

Ineffective

The counselor does not provide individual counseling, classroom guidance, consultation, crisis intervention, or referrals.

Improvement Necessary

The counselor rarely addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.

Effective

The counselor often addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.

Highly Effective

The counselor consistently addresses the diverse needs of students by providing individual counseling, classroom guidance, consultation, crisis intervention, or referrals as appropriate.

B4 Understanding of Diversity, Ethnicity, and Culture.

Ineffective

The counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

Improvement Necessary

The counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear

Effective

The counselor takes a multicultural or diverse perspective into consideration when providing services to students.

Highly Effective

The counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity,

	understanding of diversity, ethnicity, and culture.		ethnicity, and culture.
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B5 Career Readiness Data Analysis

Ineffective	Improvement Necessary	Effective	Highly Effective
The counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The counselor rarely collaborates to analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The counselor often collaborates to analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The counselor consistently collaborates to analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

Domain C: Career Development (20.00%)

C1 Comprehensive Career Program Development

Ineffective	Improvement Necessary	Effective	Highly Effective
The counselor does not facilitate age-appropriate career development.	The counselor rarely facilitates age-appropriate career development that is aligned with local, state, and national standards.	The counselor facilitates age-appropriate career development that is aligned with local, state, and national standards. Outside resources are occasionally used.	The counselor facilitates age-appropriate career development that is aligned with local, state, and national standards, utilizing outside resources (e.g., family, community, work force) to expand career knowledge and experiences.

C2 Promotion of Student Understanding

Ineffective	Improvement Necessary	Effective	Highly Effective
The counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction.	The counselor rarely helps students understand the relationship between educational achievement and career success and rarely explains how work can help students achieve personal success and satisfaction.	The counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction.	The counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests.
The counselor does not promote lifelong learning and employability skills.	The counselor rarely promotes lifelong learning and employability skills.	The counselor promotes lifelong learning and employability skills.	The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.
Data is not used.	Data is rarely utilized.	Some data is utilized.	Data utilized includes age-appropriate

			assessments, thereby increasing awareness of interests, abilities, aptitude, and values.
C3 Application of Strategies to Achieve Future Success and Satisfaction.			
Ineffective	Improvement Necessary	Effective	Highly Effective
The counselor does not help students apply decision making skills to career awareness, career planning, course selection or career transitions.	The counselor rarely helps students apply decision making skills to career awareness, career planning, course selection and career transitions.	The counselor helps students apply decision making skills to career awareness, career planning, course selection and career transitions.	The counselor consistently helps students apply decision making skills to career awareness, career planning, course selection and career transitions. The counselor provides students with appropriate information regarding career, academic, and military options, as well as the ramifications of their choices. Students and their parents are provided information concerning the college scholarship application process, as well as guidance concerning the submission of FASA forms.
Students are not encouraged to use research and informational resources to obtain career information.	Students are rarely encouraged to use research and informational resources to obtain career information.	Students are encouraged to use multiple research and informational resources to obtain career information.	Students are encouraged to use multiple research and informational resources to obtain career information.

Domain D: Professional Growth and Responsibilities (20.00%)

D1 Professional Goals

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

D2 Adherence to Ethical Standards

Ineffective	Improvement Necessary	Effective	Highly Effective

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

The counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency with regard to following the law, policy, and procedure is questionable.

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

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

D3 Provision of Comprehensive Services

Ineffective

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

Improvement Necessary

The school counseling program serves some students but lacks data to support an analysis of effectiveness.

The counselor is not demonstrating initiative to improve the school counseling program.

Effective

The school counseling program consistently enhances the academic, career, and personal/social development of most students in the school, as evidenced by at least some student outcome data.

The counselor has demonstrated initiative to improve the school counseling program.

Highly Effective

The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students.

The counselor has consistently demonstrated initiative to improve the school counseling program.

Domain E: Teacher Impact (20.00%)

E1 Student Progress Toward Goals

Ineffective

The counselor cannot demonstrate that there has been significant student progress toward the accomplishment of department or school/district communicated goals or objectives.

Improvement Necessary

There is evidence of inconsistent student progress for most students toward accomplishment of department or school/district communicated goals and objectives.

Effective

There is evidence of consistent student progress for at least 80% of students toward department or school/district communicated goals and objectives.

Highly Effective

There is evidence of significant student growth in a variety of ways related to department or school/district communicated goals and objectives. The counselor is able to reflect on and analyze strategies to promote student growth.

E2 Contribution to Professional Climate

Ineffective

There is a general lack of involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.).

Improvement Necessary

There is inconsistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.).

Effective

There is consistent involvement and visibility in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a positive contribution.

Highly Effective

There is consistent involvement and visibility as a leader in school-wide activities (i.e. committees, programs, student activities, professional development, etc.) demonstrating a significant contribution to the overall school climate in support of

			continuous improvement. This includes volunteer activities.
When involved, contributions are generally negative and non-supportive of trying new ideas and strategies for improved achievement and school effectiveness.	Contributions, although not negative, are characterized by actions that demonstrate passive resistance to new ideas.	The counselor works positively with others to explore new ideas and strategies for effective instruction and enhanced student achievement.	The counselor takes initiative in assuming leadership among the faculty.
The counselor works in isolation and never seeks opportunities to work with others to improve instructional practices.	The counselor maintains cordial relationships with colleagues to fulfill assigned duties that the corporation requires.	Supportive and cooperative characterize the counselor's relationships with colleagues.	Supportive and cooperative characterize the counselor's relationships with colleagues.
The counselor rejects or passively resists most suggestions for improving professional performance.	The counselor inconsistently seeks assistance or opportunities to work with peers to address professional weaknesses.	The counselor seeks opportunities to work collaboratively with others and engage others in growth through Professional Learning Communities.	The counselor goes above and beyond in collaborating with others, seeking leadership roles for Professional Learning Communities, and coaching peers.

E3 Alignment of Professional Development

Ineffective	Improvement Necessary	Effective	Highly Effective
There is no effort to engage in professional development for continued professional or personal growth.	The counselor engages in minimal professional development.	The counselor seeks out opportunities for professional development aligned with school and district goals and his/her assignment.	The counselor seeks out opportunities for professional growth aligned with school and district goals and initiates opportunities to share with colleagues and seeks opportunities to apply newly acquired knowledge and skills in the school setting.
	There is little or no evidence that the counselor seeks to improve professional practices or knowledge and demonstrates a clear resistance to change.	The counselor reflects on recently acquired areas of new knowledge or skills and seeks opportunities to apply them in the school setting.	
		The counselor seeks opportunities to develop others such as through the supervision of student interns or assisting peers.	Sharing with colleagues may be accomplished by engaging in professional presentations mentoring other counselors, conducting action research, supervising student interns and more.

E4 Counselor Record Keeping and Interaction with Parents/Guardians

Ineffective	Improvement Necessary	Effective	Highly Effective
Counselor records or reports are missing, submitted late, or in disorder resulting in omissions, frequent errors, and/or delays.	Counselor records and reports are inconsistent in quality and/or timeliness.	Counselor records and reports are consistently submitted on time and accurately.	Counselor's records and reports are always of high quality with exemplary accuracy and timeliness. Interaction with parents/guardians is frequent and highly

			professional.
Counselor records are incomplete and fail to accurately monitor student progress.	Student progress information is incomplete and progress is inconsistently provided to parents.	Few errors exist in reported information.	Student reports clearly identify strengths and weaknesses.
The counselor makes no effort to interact with parents/guardians other than through required written communications.	The majority of interactions concern problems with student behavior or grades with little or no follow-up.	Interactions with parents/guardians are consistently of high professional quality. Areas of concern are addressed in a timely manner. There is consistent follow-up of parent/guardian contact.	The counselor frequently involves parents/guardians in supporting student learning, creating opportunities for positive relationships with families and homes.
Comments to parents are generic and non-specific regarding individual student progress.	The counselor does not invite parents/guardians to become involved in decisions concerning student learning.	The counselor regularly invites parental involvement in student learning.	Parent/guardians are informed regularly of student successes.

E5 Decision Making

Ineffective	Improvement Necessary	Effective	Highly Effective
The counselor makes decisions based on limited understanding and/or application of professional standards. Decisions are made from a reference of what will work best for the counselor.	The counselor's decisions are based on limited understanding and/or application of professional standards with some consideration for teachers and/or students.	The counselor maintains an open mind and participates in team or departmental decision-making based on professional standards.	The counselor takes a leadership role in team or department decision-making and helps ensure that such decisions are based on the highest professional standards.
Decisions are rarely or never made based upon student, school, or corporation needs.	Decisions are infrequently made based upon what is best for students, the school, or corporation.	The counselor seeks to improve professional practice through consensus building and collaboration to achieve shared goals.	The counselor demonstrates leadership in working with others to reach agreement and shared commitment to decisions.

E6 Advocacy and Professionalism

Ineffective	Improvement Necessary	Effective	Highly Effective
The counselor does not work to ensure that all students receive a fair opportunity to succeed.	The counselor inconsistently works to ensure that all students receive a fair opportunity to succeed.	The counselor works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The counselor makes a particular effort to challenge negative attitudes and helps to ensure that all students receive a fair opportunity to succeed.
The counselor accepts failure as par for the course and does not advocate for students or their needs. Students who are struggling or failing are given no opportunities for additional assistance.	The counselor accepts that some students will fail and provides assistance to only those students who ask.	The counselor rejects the belief that there will be students prone to failure and seeks to provide most students with additional assistance.	The counselor is committed to the concept that "failure is not an option" for any student. The counselor willingly makes changes and takes affirming action to ensure student success.
The counselor does not set an example of desired behaviors for students to emulate	The counselor demonstrates behaviors that exemplify less than desirable professional	The counselor consistently demonstrates behaviors for students to copy relative to	The counselor is highly consistent in providing exemplary behaviors for students

such as personal habits, attendance patterns, care of personal workspace and school property.

traits such as personal habits, attendance patterns, care of personal workspace and school property.

personal care and appearance, attendance, care of personal workspace and school property.

and other staff members to emulate relative to personal care and appearance, attendance, care of personal workspace and school property.

School City of Mishawaka Assistant Principal (v.2022)

Printed September 3, 2024

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School City of Mishawaka Assistant Principal (v.2022) is only available for Battell Elementary School.

Domain 1: Human Capital Manager (16.67%)

1.1 Effectively recruits, hires, assigns, and retains instructional leaders

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.2 Professional development for personnel based on proficiencies and needs

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.3 Identifying and mentoring emerging school leaders

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.4 Provides evidence of delegation and trust in subordinate leaders

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.5 Formal and informal feedback to instructional and support staff for improving performance

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 2: Instructional Leadership (16.66%)

2.1 Use of student data to make instructional leadership decisions

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.2 Demonstrates evidence of student improvement through student achievement results

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.3 Active solicitation and use of feedback from all key stakeholders to drive student achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 3: Personal Behavior (16.66%)

3.1 Models professional, ethical, and respectful behavior at all times and expects same from others

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.2 Organizes time and projects for effective leadership

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 4: Building Relationships (16.66%)

4.1 Demonstrates effective communication with parents and the community

Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective	Highly Effective	Improvement Necessary	Ineffective

4.2 Forges consensus for change and improvement throughout the school

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.3 Understanding of role of principal in engaging the public in controversial issues

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.4 Informs the Superintendent and central office administrators of issues, needs, and operations

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.5 Encourages open communication and dialogue with the Superintendent and central office administrators

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.6 Provides Central Office with written communications on issues prior to Leadership meetings.

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 5: Culture of Achievement (16.66%)

5.1 Empowers teachers to set high and demanding academic and behavior expectations for consistent learning

Highly Effective	Effective	Improvement Necessary	Ineffective
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5.2 Establishes rigorous goals and priorities that are systematically monitored for continuous improvement

Highly Effective	Effective	Improvement Necessary	Ineffective
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5.3 Ensures that all students have full and equitable access to educational programs, curricula, and supports

Highly Effective	Effective	Improvement Necessary	Ineffective
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5.4 Guides school staff to build productive and respectful relationships with parents/guardians

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 6: Organizational, Operational, and Resource Management (16.66%)

6.1 Employment of factual basis for decision-making using internal and external data

Highly Effective	Effective	Improvement Necessary	Ineffective
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6.2 Demonstration of personal proficiency in technology implementation and utilization

Highly Effective	Effective	Improvement Necessary	Ineffective
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6.3 Safe practices for efficient and effective operation of physical plant, equipment, and services

Highly Effective	Effective	Improvement Necessary	Ineffective
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6.4 Provides responsible fiscal stewardship

Highly Effective	Effective	Improvement Necessary	Ineffective
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6.5 Demonstrates compliance with legal standards

Highly Effective	Effective	Improvement Necessary	Ineffective
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RISE 3.0 Principal Effectiveness (v.2023)

Printed September 3, 2024

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

RISE 3.0 Principal Effectiveness (v.2023) is only available for Battell Elementary School.

Domain 1.1: Teacher Effectiveness - Human Capital Management (17.00%)

1.1.1 Hiring And Retention

Highly Effective

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

Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;

Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;

Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).

Effective

Principal recruits, hires, and supports teachers by:

Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;

Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;

Aligning personnel decisions with the vision and mission of the school.

Improvement Necessary

Principal recruits, hires, and supports effective teachers by:

Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;

Demonstrating ability to increase some teachers' effectiveness;

Occasionally applying the school's vision/mission to HR decisions.

Ineffective

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

Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions;

Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;

Rarely or never applying the school's vision/mission to HR decisions.

1.1.2 Evaluation Of Teachers

Highly Effective

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

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

Effective

Principal prioritizes and applies teacher evaluations by:

Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;

Using teacher evaluations to credibly

Improvement Necessary

?Principal prioritizes and applies teacher evaluations by:

Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;

Using teacher evaluations to partially

Ineffective

Principal does not prioritize and apply teacher evaluations by:

Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;

Rarely or never using teacher evaluation to

differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;

Following processes and procedures outlined in the corporation evaluation plan for all staff members.

differentiate the performance of teacher;

Following most processes and procedures outlined in the corporation evaluation plan for all staff members.

differentiate the performance of teachers ;

Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

1.1.3 Professional Development

Highly Effective

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

Frequently creating learning opportunities in which highly effective teachers support their peers;

Monitoring the impact of implemented learning opportunities on student achievement;

Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.

Effective

Principal orchestrates professional learning opportunities by:

Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;

Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.;

Providing differentiated learning opportunities to teachers based on evaluation results.

Improvement Necessary

Principal orchestrates aligned professional learning opportunities tuned to staff needs by:

Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;

Providing learning opportunities with little variety of format;

Providing differentiated learning opportunities to teachers in some measure based on evaluation results.

Ineffective

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:

Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;

Providing no variety in format of learning opportunities;

Failing to provide professional learning opportunities based on evaluation results.

1.1.4 Leadership And Talent Development

Highly Effective

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

Encouraging and supporting teacher leadership and progression on career ladders;

Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;

Recognizing and celebrating emerging

Effective

Principal develops leadership and talent by:

Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;

Providing formal and informal opportunities to mentor emerging leaders;

Providing support and encouragement of

Improvement Necessary

Principal develops leadership and talent by:

Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;

Providing formal and informal opportunities to mentor some, but not all, emerging leaders;

Providing moderate support and

Ineffective

Principal does not develop leadership and talent by:

Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;

Rarely or never provides mentorship to emerging leaders;

Providing no support and encouragement of

Recognizing and celebrating emerging leaders.

Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.

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.

Providing no support and encouragement of leadership and growth;

Frequently assigns responsibilities without allocating necessary authority.

1.1.5 Delegation

Highly Effective

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

Encouraging and supporting staff members to seek out responsibilities;

Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.

Effective

Principal delegates tasks and responsibilities appropriately by:

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;

Monitoring the progress towards success of those to whom delegations have been made;

Providing support to staff members as needed.

Improvement Necessary

Principal delegates tasks and responsibilities appropriately by:

Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;

Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;

Providing support, but not always as needed.

Ineffective

Principal does not delegate tasks and responsibilities appropriately by:

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;

Rarely or never providing support.

1.1.6 Strategic Assignment

Highly Effective

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

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.

Effective

Principal uses staff placement to support instruction by:

Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;

Strategically assigning support staff to teachers and classes as necessary to support student achievement.

Improvement Necessary

Principal uses staff placement to support instruction by:

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.

Ineffective

Principal does not use staff placement to support instruction by:

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.

1.1.7 Addressing Teachers Who Are In Need Of Improvement Or Ineffective

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

Domain 1.2: Teacher Effectiveness - Instructional Leadership (17.00%)

1.2.1 Mission And Vision

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</i>	<i>Principal supports a school-wide instructional vision and/or mission by:</i>	<i>Principal supports a school-wide instructional vision and/or mission by:</i>	<i>Principal does not support a school-wide instructional vision and/or mission by:</i>
Defining long, medium, and short-term application of the vision and/or mission;	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);	Failing to adopt a school-wide instructional vision and/or mission;
Monitoring and measuring progress toward the school's vision and/or mission;	Defining specific instructional and behavioral actions linked to the school's vision and/or mission;	Making significant key decisions without alignment to the vision and/or mission;	Defining a school-wide instructional vision and/or mission that is not applied to decisions;
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;	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;	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.	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.
Frequently revisiting and discussing the	Ensuring all key decisions are aligned to the		

vision and/or mission to ensure appropriateness and rigor.

vision and/or mission.

1.2.2 Classroom Observations

Highly Effective

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

Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;

Monitoring the impact of feedback provided to teachers.

Effective

Principal uses classroom observations to support student academic achievement by:

Visiting all teachers frequently (announced and unannounced) to observe instruction;

Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;

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

Improvement Necessary

Principal uses classroom observations to support student academic achievement by:

Occasionally visiting teachers to observe instruction;

Occasionally analyzing student performance data to drive instruction evaluate instructional quality;

Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.

Ineffective

Principal uses classroom observations to support student academic achievement by:

Rarely or never visiting teachers to observe instruction;

Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;

Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

1.2.3 Teacher Collaboration

Highly Effective

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

Monitoring collaborative efforts to ensure a constant focus on student learning;

Tracking best collaborative practices to solve specific challenges;

Holding collaborating teams accountable for their results.

Effective

Principal supports teacher collaboration by:

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

Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;

Aligning teacher collaborative efforts to the school's vision/mission.

Improvement Necessary

Principal supports teacher collaboration by:

Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;

Supporting and encouraging teamwork and collaboration in a limited number of ways;

Occasionally aligning teacher collaborative efforts to instructional practices.

Ineffective

Principal does not support teacher collaboration by:

Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;

Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;

Rarely or never aligning teacher collaborative efforts to instructional practices.

Domain 1.3: Teacher Effectiveness - Leading Indicators of Student Learning

(16.00%)

1.3.1 Planning And Developing Student Learning Objectives

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

1.3.2 Rigorous Student Learning Objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</i>	<i>Principal creates rigor in SLOs by:</i>	<i>Principal creates rigor in SLOs by:</i>	<i>Principal creates rigor in SLOs by:</i>
Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;	Ensuring teachers' SLOs define desired outcomes;	Allowing teachers to set lower expectations for the growth of some students than others,	Allowing for outcomes to be benchmarked to less than typical growth;

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.	Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;	and this is reflected in SLOs;	
	Ensuring assessments used correspond to the appropriate state content standards;	Assessing baseline data that may not be effectively used to assess students' starting points;	Failing to assess baseline knowledge of students;
	Ensuring an analysis of previous year's student performance is included in the development of SLOs;	Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Failing to select assessments that are appropriately aligned to content standards.
	Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.		

1.3.3 Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</i>	<i>Principal supports instructional time by:</i>	<i>Principal supports instructional time by:</i>	<i>Principal does not support instructional time by:</i>
Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Removing all sources of distractions of instructional time;	Removing major sources of distractions of instructional time;	Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;
	Promoting the sanctity of instructional time;	Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;	Rarely or never promoting the sanctity of instructional time;
	Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2.1: Leadership Actions - Personal Behavior (17.00%)

2.1.1 Professionalism

Highly Effective	Effective	Improvement Necessary	Ineffective
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At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;

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

Principal displays professionalism by:

Modeling professional, ethical, and respectful behavior at all times;

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

Principal supports professionalism by:

Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;

Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.

Principal does not support professionalism by:

Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;

Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.

2.1.2 Time Management

Highly Effective

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

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

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

Effective

Principal manages time effectively by:

Establishing yearly, monthly, weekly, and daily priorities and objectives;

Identifying and consistently prioritizing activities with the highest-leverage on student achievement.

Improvement Necessary

Principal manages time effectively by:

Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;

Occasionally prioritizes activities unrelated to student achievement.

Ineffective

Principal manages time effectively by:

Rarely or never establishing timely objectives or priorities;

Regularly prioritizing activities unrelated to student achievement.

2.1.3 Using Feedback To Improve Student Performance

Highly Effective

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

Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;

Identifying the most efficient means through which feedback can be generated;

Effective

Principal uses feedback to improve student performance by:

Actively soliciting feedback and help from all key stakeholders;

Acting upon feedback to shape strategic priorities to be aligned to student achievement.

Improvement Necessary

Principal uses feedback to improve student performance by:

Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;

Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.

Ineffective

Principal does not use feedback to improve student performance by:

Regularly avoiding or devaluing feedback;

Rarely or never applying feedback to shape priorities.

Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.

2.1.4 Initiative And Persistence

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</i>	<i>Principal displays initiative and persistence by:</i>	<i>Principal displays initiative and persistence by:</i>	<i>Principal does not display initiative and persistence by:</i>
Exceeding typical expectations to accomplish ambitious goals;	Consistently achieving expected goals;	Achieving most, but not all expected goals;	Rarely or never achieving expected goals;
Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;	Taking on voluntary responsibilities that contribute to school success;	Occasionally taking on additional, voluntary responsibilities that contribute to school success;	Rarely or never taking on additional, voluntary responsibilities that contribute to school success;
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.	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;	Rarely or never taking risks to support students in achieving results;
	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Never seeking out potential partnerships.

Domain 2.2: Leadership Actions - Building Relationships (17.00%)

2.2.1 Culture Of Urgency

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

2.2.2 Communication

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</i>	<i>Principal skillfully and clearly communicates by:</i>	<i>Principal skillfully and clearly communicates by:</i>	<i>Principal does not skillfully and clearly communicate by:</i>
To the extent possible, messaging key concepts in real time;	Messaging key concepts, such as the school's goals, needs, plans, success, and failures;	Messaging most, but not all, key concepts;	Rarely or never messaging key concepts;
Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Utilizing a limited number of means and approaches to communication.	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

2.2.3 Forging Consensus For Change And Improvement

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

Domain 2.3: Leadership Actions - Culture of Achievement (16.00%)

2.3.1 High Expectations

Highly	Effective	Improvement	Ineffective
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Effective

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

Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;

Benchmarking expectations to the performance of the state's highest performing schools;

Creating systems and approaches to monitor the level of academic and behavior expectations;

Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.

Principal creates and supports high academic and behavior expectations by:

Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;

Empowering students to set high and demanding expectations for themselves;

Ensuring that students are consistently learning, respectful, and on task;

Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;

Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.

Necessary

Principal creates and supports high academic and behavioral expectations by:

Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;

Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.

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

Accepting poor academic performance and/or student behavior;

Failing to set high expectations or sets unrealistic or unattainable goals.

2.3.2 Academic Rigor

Highly Effective

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

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

Effective

Principal establishes academic rigor by:

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

Improvement Necessary

Principal establishes academic rigor by:

Creating academic goals that are nearing the rigor required to meet the school's academic goals;

Creating academic goals but occasionally deviates from these goals in the face of adversity.

Ineffective

Principal has not established academic rigor by:

Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;

Consistently sets and abandons ambitious academic goals.

2.3.3 Data Usage In Teams

Highly Effective

Effective

Improvement Necessary

Ineffective

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

Data used as basis of decision making is transparent and communicated to all stakeholders;

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

Principal utilizes data by:

Orchestrating frequent and timely team collaboration for data analysis;

Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. ?

Principal utilizes data by:

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

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

Principal does not utilize data by:

Rarely or never organizing efforts to analyze data;

Rarely or never applying data analysis to develop action plans.

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Domain 1: Instructional Leadership (25.00%)

1.1 Cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.2 Planning, organizing, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.3 Using student performance data to analyze instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.4 Establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.5 Ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.6 Promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 2: Technology Integration (25.00%)

2.1 Demonstrate the crucial role instructional technologies play in education with respect to increasing student access, engagement, and success, to become college, career, and citizenship ready upon graduation

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.2 Supervise the skills development of all employees in the operation of instructional technology. Build awareness among employees of available resources and the role of technology in the instructional process.

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.3 Manage and direct staff in support of all technology applications to help the district meet the goals of the strategic plan.

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.4 Coordinate the planning, support, professional development, and implementation of technology use in teaching/learning for the purpose of improving student learning in all subject areas.

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.5 Plan, implement, direct, and maintain the district's applications and use of technology within the instructional curriculum.

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.6 Evaluate and provide recommendations regarding complementing classroom instruction with educational technology.

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.7 Conducts research about advancements in instruction, technology, and resources to facilitate informed decision-making.

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 3: Personal Behavior (25.00%)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.2 Establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.3 Actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.4 Going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.5 Using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in supporting school and district improvement efforts

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 4: Building Relationships (25.00%)

4.1 Modeling and supporting a culture of urgency in which teachers, principals, and support staff relentlessly pursue academic excellence

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.2 Skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g. building leaders, students, teachers, parents/guardians, the central office) using a variety of means (e.g., face to face, newsletters, Web sites)

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.3 Using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.4 Working collaboratively with individuals and groups inside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

Highly Effective	Effective	Improvement Necessary	Ineffective
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4.5 Demonstrating awareness in actions of the public and political nature of the school and district

Highly Effective	Effective	Improvement Necessary	Ineffective
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School City of Mishawaka Special Education Administrator (v.2023)

Printed September 3, 2024

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Domain 1: Purposeful Planning and Preparation (25.00%)

1.01 Recruits, hires and Retains Quality Employees

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

1.02 Effectively carries out personnel evaluation procedures

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective</i>	<i>The special education administrator</i>		

As well as meeting all of the effective elements, the special education administrator:

Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process

The special education administrator:

Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building

Uses evaluations to credibly differentiate the performance of personnel

Follows processes and procedures outlined in the corporation evaluation plan for all staff members

The special education administrator meets most, but not all of the effective elements

The special education administrator meets few or none of the effective elements

1.03 Provides meaningful Professional Development for coop and district personnel

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Frequently creates learning opportunities in which highly effective Personnel support their peers

Monitors the impact of implemented learning opportunities on student achievement

Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources

Effective

The special education administrator:

Provides learning opportunities to personnel aligned to professional needs and the strategic plan

Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.

Provides differentiated learning opportunities to Personnel based on evaluation results

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

1.04 Provides Leadership for Talent Development

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Encourages and supports Personnel leadership and progression on career ladders

Systematically provides opportunities for emerging leaders to distinguish themselves

Effective

The special education administrator:

Provides formal and informal opportunities to mentor emerging leaders

Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

Recognizes and celebrating emerging leaders

positions or learning opportunities

Provides appropriate recommendations for performance improvement for those rated ineffective or needs improvement

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

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Encourages and supports staff members to seek out additional responsibilities

Effective

The special education administrator:

Determines which tasks are appropriate for delegation and which are not

Seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness

Monitors the progress towards success of those to whom delegations have been made

Provides support to staff members as needed

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

1.06 Strategically assigns personnel

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision

Effective

The special education administrator:

Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals, and maximizes achievement for all students

Strategically assigns support staff to Personnel and classes as necessary to support student achievement

Implements a system for accurately projecting caseloads for hiring and

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

	assignment purposes Always considers the best interest of the students, the co-op and local districts when making staff assignments Reacts promptly when assignment changes are needed		
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1.07 Addresses Personnel Who are in Need of Improvement or are Ineffective

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

1.08 Conducts Personnel Observations as required by evaluation system

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective elements, the special education administrator:</i> Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by all personnel as absolute priorities Monitors the impact of feedback provided to teachers	<i>The special education administrator:</i> Visits all personnel frequently (announced and unannounced) to observe instruction/treatment Analyzes student data with personnel to drive instruction and evaluate instructional quality Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data Observes personnel at case conferences	The special education administrator meets most, but not all of the effective elements	The special education administrator meets few or none of the effective elements

1.09 Establishes Culture of Collaboration

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

Domain 2: Effective Instruction, Treatment and/or Instructional Support (25.00%)

2.01 Supports personnel in establishing student learning objectives (SLO)

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective elements, the special education administrator:</i>	<i>The special education administrator:</i>		
Utilizes SLOs as the basis of developing program goals	Collaborates with Personnel to identify skills to be assessed that are aligned with state standards	The special education administrator meets most, but not all of the effective elements	The special education administrator meets few or none of the effective elements
Communicates the purpose and progress towards SLOs with community members, parents, and other stakeholders	Collaborates with Personnel to develop/select assessments to evaluate overall student progress		
Ensuring students are aware of and can communicate the academic expectations inherent in SLOs	Requires personnel to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account		
Empowers personnel, and students to participate in the monitoring of progress towards SLOs	Systematically works with personnel to		

Revisits the use and design of personnel and school-wide tracking tool

monitor and revisit SLOs throughout year as necessary

Ensures personnel utilizes a tracking tool to show student progress towards SLOs

2.02 Ensures SLOs meet standards outlined in evaluation system

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Utilizes rigorous SLOs to define and lead a school's culture and sense of urgency

Establishes an on-going culture of looking at data and progress towards SLOs by involving all personnel in school meetings to talk about data and instructional practices

Effective

The special education administrator:

Ensures SLOs define desired measureable outcomes

Ensures assessments are appropriate for measuring progress on SLOs

Ensures outcomes are benchmarked to high expectations

Ensures an analysis of previous year's student performance is included in the development of SLOs

Ensures SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

2.03 Promotes effective use of Instructional Time

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

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

Effective

The special education administrator:

Removes all sources of distractions of instructional time

Promotes the sanctity of instructional time

Ensures every minute of instructional time is maximized in the service of student learning

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

	Develops and maintain efficient policies/procedures that keep personnel in front of students to the greatest extent possible		
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2.04 Expects Academic Rigor

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

2.05 Promotes comprehensive data usage

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective elements, the special education administrator:</i>	<i>The special education administrator:</i>		
Data used as basis of decision making is transparent and communicated to all stakeholders Monitors the use of data in formulating action plans to identify areas where additional data is needed	Orchestrates frequent and timely team collaboration for data analysis Develops and supports others in formulating action plans for immediate implementation that are based on data analysis	The special education administrator meets most, but not all of the effective elements	The special education administrator meets few or none of the effective elements

Domain 3: Leadership and Professional Responsibilities (25.00%)

3.01 Creates and supports the Mission and Vision of the organization

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective elements, the special education administrator:</i>	<i>The special education administrator:</i>		

Defines long, medium, and short-term application of the vision and/or mission

Monitoring and measuring progress toward the school's vision and/or mission

Frequently revisits and discussing the vision and/or mission to ensure appropriateness and rigor

Cultivates complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups

Assists in creating a vision and/or mission for the cooperative

Defines specific instructional and behavioral actions linked to the co-op's vision and/or mission

Ensures all key decisions are aligned to the vision and/or mission of the co-op

Cultivates a commitment to and ownership of the co-op's vision and/or mission within the majority of the personnel and students

The special education administrator meets most, but not all of the effective elements

The special education administrator meets few or none of the effective elements

3.02 Exhibits Professionalism

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Articulates and communicates appropriate behavior to all stakeholders, including parents and the community

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

Effective

The special education administrator:

Models professional, ethical, and respectful behavior

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

Articulates and communicates appropriate behavior to all personnel

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

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

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

3.03 Establishes procedures and expectation for Time Management

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Effective

The special education administrator:

Needs Improvement

Ineffective

Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives

Monitors use of time to identify areas that are not effectively utilized

Establishes yearly, monthly, weekly, and daily priorities and objectives

Identifies and consistently prioritizes activities with the highest-leverage on student achievement

Uses time efficiently, focusing on priorities and objectives

The special education administrator meets most, but not all of the effective elements

The special education administrator meets few or none of the effective elements

3.04 Uses Feedback to Improve Student Performance

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve student performance

Identifies the most efficient means through which feedback can be generated

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

Effective

The special education administrator:

Actively solicits feedback and help from colleagues and stakeholders

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

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

3.05 Forges Consensus for Change and Improvement

Highly Effective

As well as meeting all of the effective elements, the special education administrator:

Guides others through change and addresses resistance to that change Monitors the success of strategies and revises based on strengths and weaknesses Creates cultural changes that reflect and support building a consensus for change

Effective

The special education administrator:

Uses effective strategies to work toward a consensus for change and improvement Systematically manages and monitors change processes Secures cooperation from key stakeholders in planning and implementing change and driving improvement

Needs Improvement

The special education administrator meets most, but not all of the effective elements

Ineffective

The special education administrator meets few or none of the effective elements

3.06 Exhibits Initiative and Persistence

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

3.07 Promotes a Culture of Urgency and High Expectations

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

	utilize newly learned information Ensures the use of practices with proven effectiveness. Sets clear expectations for instructional practices		
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3.08 Communicates Professionally

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective elements, the special education administrator:</i> To the extent possible, messages key concepts in real time Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate and identifying the most appropriate channel of communicating in specific situations	<i>The special education administrator:</i> Messages key concepts, such as the school's goals, needs, plans, success, and failures Interacts with a variety of stakeholders, including students, families, community groups, central office, associations, etc. Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, emails, newsletters, websites, etc.	The special education administrator meets most, but not all of the effective elements	The special education administrator meets few or none of the effective element

3.09 Provides Special Education Information, Direction and Guidance for Compliance Purposes

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

	Assists schools with responses to compliance issues and the development of action plans Assist schools with complaints, resolutions and due process hearings as necessary		
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3.10 The Executive Director Effectively Supports all Governing Board Functions

Highly Effective	Effective	Needs Improvement	Ineffective
<i>As well as meeting all of the effective elements, the special education administrator:</i>	<i>The special education administrator:</i>		
Establishes and monitors effective strategic plan for the co-op Develops and streamlines systems of communication to all co-op and district administrators and special education personnel Takes the lead in establishing a comprehensive and coordinated professional development plan for co-op and district administrators and special education personnel	Manages all personnel, policy and procedural matters and brings recommendations about these matters to the Governing Board Efficiently and effectively manages changes to facility, transportation and other operational matters Acts on behalf of the Governing Board in any matter not covered by Governing Board Policy Establishes annual budget and maintains efficient procedures and effective controls over all financial matters	The special education administrator meets most, but not all of the effective elements	The special education administrator meets few or none of the effective elements

Domain 4: Core Professionalism (25.00%)

4.01 Attendance

Meets Standard	Does Not Meet Standard
Special education administrator has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement	Special education administrator has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement

4.02 On-Time Arrival

Meets	Does
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Standard

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

Not Meet Standard

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

4.03 Policies and Procedures

Meets Standard

Special education administrator follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines)

Does Not Meet Standard

Special education administrator has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines)

4.04 Respect

Meets Standard

Special education administrator interacts with students, colleagues, administrators, parent/families and community members in a respectful manner

Does Not Meet Standard

Special education administrator has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner

4.05 Ethical

Meets Standard

Special education administrator performs the function of the job in an ethical manner and maintains confidentiality at all times

Does Not Meet Standard

Special education administrator has demonstrated a pattern of performing the function of the job in an unethical manner and/or breaks confidentiality requirements

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Domain 1: Leadership & Vision (25.00%)

1.1 Leadership & Planning

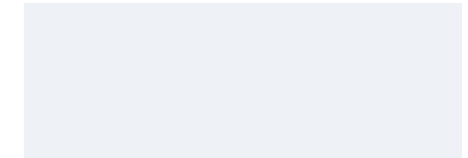
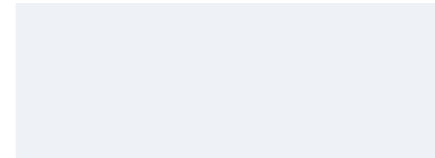
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Fulfills the criteria for Level 3 and additionally: - Works closely with the executive team and stakeholders to develop a shared vision with long- term, big-picture perspectives on district goals to plan for meaningful and effective uses of technology; provide leadership when creating a vision of how technology will help meet district goals (1.1.HE.2) - Leverages appropriate relationships between emerging technology resources and the education process on a regular basis (1.1.HE.3) - Demonstrates an understanding of assessment, curriculum and instruction, including their interdependent relationship and how technology can support them - Demonstrates the knowledge and skills necessary to effect and facilitate change in the organization.	- Participates with the administrative team and advisory committees to create and promote a vision for how technology will support the district's strategic and operational goals. - Facilitates the process of priority setting and decision making for meaningful uses of technology to educate students	- Occasionally demonstrates effective decision making for meaningful uses of technology to educate students, but does not promote a broader vision for how technology will support the district's strategic and operational goals.	- Does not promote a vision for how technology will support strategic goals and does not demonstrate effective decision making for meaningful uses of technology to educate students.

1.2 Strategic Planning

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Fulfills the criteria for Level 3 and additionally: - Has a high-level view across the school system and works with instructional and technical teams to identify steps needed to transform the technology vision into a long-range plan, complete with specific goals, objectives and action plans. - Demonstrates strategic ability and innovation in leading, planning and implementing the district's goals and objectives. - Articulates and leverages the	- Works with key system leaders to identify priorities needed to meet strategic goals. • Works with key system leaders to identify budget and funding mechanisms needed to meet strategic goals. - Knows the current goals of the school district and aligns the technology department work with those goals. - Has strategic understanding of district systems (e.g. instruction, assessment, finance, facilities, transportation, security, food service and	- Develops technology budgets and demonstrates some understanding of district systems, but does not effectively work with key system leaders to identify priorities, budgets and funding mechanisms to meet strategic goals.	- Does not effectively work with key system leaders to identify priorities, budget and funding mechanisms. - Fails to demonstrate understanding of district systems.

VOI (value of investment) in technology to ensure effective delivery of services aligned to the district vision and goals. - Promotes and leads the implementation of industry best practice methodologies, tools and programs in support of technology.

others) in order to provide leadership regarding how technology can support them.



1.3 Ethics & Policies

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Manages the creation, implementation and enforcement of policies and educational programs relating to the social, legal and ethical issues related to technology use throughout the district and modeling responsible decision-making. - Demonstrates commitment to responsible environmental protection and energy-saving practices. - Actively participates in the policy development process and ensures policy supports a high-performing learning environment. - Facilitates equitable access to technology resources for all stakeholders.

Effective (3)

- Models and assures adherence to state and federal laws. - Demonstrates high standards of integrity and professional conduct with consideration for fairness and honesty. - Communicates to stakeholders appropriate ethical and professional behavior for technology use in the district. - Models and assures awareness about pertinent laws and legal issues related to implementation and use of technology in a district (e.g., copyright, privacy and compliance). - Demonstrates knowledge of vulnerabilities and issues pertaining to the safety of students and staff.

Improvement Necessary (2)

- Models appropriate ethical and professional behavior for technology, but does not effectively communicate policies and practices to stakeholders. - Inconsistently demonstrates high standards of integrity and professional conduct with consideration for fairness and honesty

Ineffective (1)

- Fails to model appropriate ethical and professional behavior for technology, and does not effectively communicate policies and practices to stakeholders. - Fails to demonstrate high standards of integrity and professional conduct with consideration for fairness and honesty

Domain 2: Understanding the Educational Environment (25.00%)

2.1 Instructional Focus & Professional Development

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Budgets, plans and coordinates ongoing, purposeful professional development for all staff using technologies; ensures a sufficient budget through the implementation and assessment process of emerging technologies. - Empowers staff to reach a proficiency level to meet the ongoing demands of their jobs. - Promotes standards for innovative teaching and learning that develop student proficiency in 21st century skills. - Promotes the application of technology to address the diverse needs of

Effective (3)

- Plans for and coordinates purposeful professional development. - Identifies and promotes how technology can support educational best practices through communication and collaboration with the district instructional leadership. - Stays abreast of state and national standards, benchmarks and frameworks for technology literacy.

Improvement Necessary (2)

- Assists with professional development, but does not provide ongoing opportunities for staff. - Responds to technology requests, but does not regularly identify and promote how technology can support educational best practices.

Ineffective (1)

- Provides little or no professional development opportunities for staff. • Fails to identify and promote how technology can support educational best practices.

students and maximize student learning

2.2 Team Building & Staffing

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Plays an integral role in the district's strategic planning process; creates and supports cross-functional teams for decision making, technology support, professional development and other aspects of the district's technology program. - Mentors and empowers others to assume leadership roles. - Creates cross-functional teams involving stakeholders for appropriate aspects of the district's technology program.

Effective (3)

- Builds an environment of trust through communication and transparency about decisions and how they are made. - Sets clear objectives and measures and monitors process, progress and results. - Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. - Makes effective hiring decisions. - Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data.

Improvement Necessary (2)

- Frequently makes decisions without communicating how or why they are made. - Objectives and measures are not clear and not monitored process, progress and results. - Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Frequently makes poor hiring decisions. - Sporadically provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data.

Ineffective (1)

- Rarely communicates how or why decisions are made. - Does not establish clear objectives and measures and doesn't monitor process, progress and results. - Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Frequently makes poor hiring decisions. - Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so.

2.3 Stakeholder Focus

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Builds relationships with all stakeholders, taking a close look at how the district determines requirements, expectations and preferences. - Understands the key factors that lead to stakeholder satisfaction, focusing on how the district seeks knowledge, satisfaction and loyalty of students and other stakeholders. - Collaborates with stakeholders to create a vision for how technology will support the district's strategic goals. - Builds and leverages effective partnerships with organizations that benefit district stakeholders. - Attempts to assess and respond to needs and concerns of nearly all workers and stakeholders.

Effective (3)

- Effectively communicates with stakeholders a vision for how technology will support the district's strategic goals. - Builds positive relationships with stakeholders. - Assesses and responds to needs and concerns of most workers and stakeholders.

Improvement Necessary (2)

- Does not clearly communicate with stakeholders a vision for how technology will support the district's strategic goals. - Has some positive relationships with stakeholders, but also regularly upsets or frustrates stakeholders. - Assesses and responds to needs and concerns, but often does not meet the needs of workers and stakeholders

Ineffective (1)

- Does not communicate with stakeholders a vision for how technology will support the district's strategic goals. - Does not build positive relationships with stakeholders. - Frequently does not assess and respond to needs and concerns of workers.

Domain 3: Managing Technology (25.00%)

3.1 Information Technology Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally:

- Directs, coordinates, and ensures implementation of all tasks related to technical systems, network infrastructure, standards, and integration of technology into every facet of district operations.
- Effectively plans, implements and sustains all tasks related to technical systems, network infrastructure and computing device management.
- The approach to projects consistently is proactive to current and future district needs.
- System resources are rarely interrupted.
- Evaluates all tasks related to technical systems, network infrastructure and computing device management.
- Effectively directs, coordinates and ensures implementation of all tasks related to the integration of technology into district operations.
- Ensures that disaster recovery and business continuity plans are an integral part of the district's technology program.

Effective (3)

- Effectively plans, implements and sustains all tasks related to technical systems, network infrastructure and computing device management.
- The approach to projects is usually proactive.
- System resources generally perform well and issues are resolved quickly and accurately.
- Establishes a disaster recovery and business continuity plan.

Improvement Necessary (2)

- Although some projects are well planned and implemented, most are poorly planned and are often reactionary in nature.
- Issues are occasionally overlooked or not addressed promptly or accurately.
- System resources are often disrupted but are usually addressed relatively promptly.
- There are strategies and methods in place for disaster recovery and business continuity, but no written plan.

Ineffective (1)

- Projects are poorly planned and implemented.
- Solutions are usually reactionary in nature and frequently need to be re-reported.
- System resources are generally unreliable and frequently disrupt operations.
- There are minimal or no strategies and methods in place for disaster recovery and business continuity

3.2 Communication Systems Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally:

- Uses technology to improve communications, directing and coordinating the use of email, district websites, web tools, voice mail systems and other forms of communication to facilitate decision making and to enhance effective communication with key stakeholders.
- Develops and implements procedures, strategies and technical solutions for keeping teacher websites, school web resources, and other communication tools updated, relevant and operational.
- Reviews and uses emerging technologies that enhance communication.
- Communication systems are very reliable

Effective (3)

- Regularly directs and coordinates use of email, district websites, web tools, voicemail systems and other forms of communication.
- Demonstrates working knowledge of various communication tools and techniques.
- Effectively manages support issues related to keeping communication systems updated, compliant and operational.
- Communication systems are reliable for users

Improvement Necessary (2)

- Occasionally directs and coordinates use of email, district websites, web tools, voicemail systems and other forms of communication.
- Manages support issues related to communication systems, but many systems are outdated.
- Communication systems are often unreliable

Ineffective (1)

- Rarely directs and coordinates use of email, district websites, web tools, voicemail systems and other forms of communication.
- Does not effectively manage support issues related to communication systems.
- Communication systems are frequently unreliable.

with robust features and functionality.

3.3 Business Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Manages the budget and serves as a strong business leader who guides purchasing decisions, determines the return on investment for all technology implementations, and fosters good relationships with vendors, potential funders and other key groups. - Pursues and secures grant opportunities or funding sources with low interest rates. - Pursues and secures cost reduction or cost shifting measures to fund technology initiatives.

Effective (3)

- Demonstrates knowledge of funding sources available to the district and appropriately leverages them to meet district and programmatic goals. - Develops and manage budgets, both annually and long-range. - Understands and applies principles of TCO and VOI of technology initiatives. - Makes effective purchasing decisions following relevant laws, policies and guidelines. - Understands and applies basic financial and accounting principles and processes and all regulatory guidelines applicable to district funds. - Directs, manages and negotiates with vendors and business partners. - Directs, coordinates and ensures implementation of all tasks related to selection and purchasing (e.g., RFPs, purchasing guidelines).

Improvement Necessary (2)

- Develops and manages budgets, but often requires prompting, assistance and/or oversight. - Understands and applies principles of TCO and VOI of technology initiatives only on sporadic occasions. - Purchasing decisions are often proven to be undervalued solutions. - Directs, manages and negotiates with vendors and business partners, but often requires prompting, assistance and/or oversight. - Participates in tasks related to selection and purchasing (e.g., RFPs, purchasing guidelines), but often requires prompting, assistance and/or oversight.

Ineffective (1)

- Does not effectively develop and manage budgets. - Fails to understand and apply principles of TCO and VOI of technology initiatives - Purchasing decisions are regularly proven to be undervalued solutions. - Directs, manages and negotiates with vendors and business partners, but often requires prompting, assistance and/or oversight - Participates in tasks related to selection and purchasing (e.g., RFPs, purchasing guidelines), but often requires prompting, assistance and/or oversight.

3.4 Data Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Manages the establishment and maintenance of systems and tools for gathering, mining, integrating and reporting data in usable and meaningful ways to produce an information culture in which data management is critical to strategic planning. - Participates with the administrative team and advisory committees to create and promote a vision for how data reporting will support the district's strategic and operational goals. - Facilitates the process of priority setting of the district's data analysis needs. - Coordinates training opportunities for teachers and administrators in making good uses of data systems.

Effective (3)

- Establishes systems and tools for gathering, warehousing, mining, integrating and reporting data in usable and meaningful ways. - Maintains systems and tools for gathering, warehousing, mining, integrating and reporting data in usable and meaningful ways. - Utilizes data-driven decision making and related processes in support of stakeholders. - Remains knowledgeable about data related industry standards (e.g. SIF). - Assesses and responds to information reporting requirements related to government mandates.

Improvement Necessary (2)

- Maintains systems and tools for gathering, warehousing, mining, integrating and reporting data, but does not look for ways to improve those systems. - Inconsistently utilizes data-driven decision making and related processes in support of stakeholders. - Does not consistently remain current on data-related industry standards (e.g., SIF). - Inconsistently responds to information reporting requirements related to government mandates

Ineffective (1)

- Fails to implement and support tools for gathering, warehousing, mining, integrating and reporting data in usable and meaningful ways. - Rarely utilizes data-driven decision making and related processes in support of stakeholders. - Does not consistently remain current on data-related industry standards (e.g., SIF). - Frequently fails to respond to information reporting requirements related to government mandates

Domain 4: Administrative Leadership (25.00%)

2.1 Human Capital Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors progress and work of staff members and provides support, as needed.

Effective (3)

- Recruits, hires, retains, and supports staff who share the district's vision/mission, as appropriate - Effectively delegates tasks and responsibilities appropriately to staff members

Improvement Necessary (2)

- Occasionally delegates tasks and responsibilities appropriately to competent staff members - Occasionally monitors progress and work of staff members and provides support, as needed.

Ineffective (1)

- Rarely or never delegates tasks and responsibilities appropriately to competent staff members - Rarely monitors progress and work of staff members and provides support, as needed.

2.2 Team Building & Staffing

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Mentors and empowers others to assume leadership roles.

Effective (3)

- Builds an environment of trust through communication and transparency about decisions and how they are made. - Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. - Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data.

Improvement Necessary (2)

- Occasionally makes decisions without communicating how or why they are made. - Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Occasionally provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data.

Ineffective (1)

- Rarely communicates how or why decisions are made. - Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so.

2.3 Communication

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

Effective (3)

- Regularly responds to questions and concerns from stakeholders with a professional demeanor. - Clearly explains, communicates, and reports school business to relevant stakeholders and the community at-large to ensure matters of the school are widely available and understood, as appropriate.

Improvement Necessary (2)

- Occasionally responds to questions and concerns from stakeholders in a timely manner. - Administrator is not always timely with communication to school stakeholders in matters that pertain to the school community and/or explanation is not clearly communicated, resulting in unclear information in the community with regard to school matters.

Ineffective (1)

- Rarely demonstrates common courtesy and/or respond in a timely fashion to questions, concerns, and/or suggestions from stakeholders. - Concern received that communication is unclear or untimely in matters that are managed by the administrator.

2.4 Problem-solving & decision-making skills

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Considers all alternative solutions and impacts before making a decision - Follows up with all parties as to the effectiveness of the resolution

Effective (3)

- Researches, identifies and analyzes all critical elements in a problem situation - Establishes priorities and seeks relevant data from all resources

Improvement Necessary (2)

- Occasionally researches, identifies and analyzes some critical elements in a problem situation - Occasionally establishes priorities and seeks relevant data from other resources

Ineffective (1)

- Rarely or never seeks feedback or perspectives from other resources - Makes unilateral, arbitrary decisions

Core Professionalism (Special Weighting)

CP.1 Attendance

Meets Standard

Does not demonstrate a pattern of attendance-related issues that significantly impact departmental or district operations.

Does Not Meet Standard

Demonstrates a pattern of offering last-minute notice (24 hours or less) for absence requests, improperly utilizing sick leave (unless documentation is offered e.g. schedules sick days in advance), and/or routinely requests absences that extend a holiday or break.

CP.2 Time Management

Meets Standard

Consistently completes and submits necessary documents and reports before they are due. Individual establishes yearly, monthly, weekly, and daily priorities and objectives to ensure deadlines.

Does Not Meet Standard

Demonstrates a pattern of rarely or sometimes completing tasks by established deadlines/timelines. There is a lack of clear departmental objectives or vision for accomplishing both short and long-term goals.

CP.3 Policies & Procedures

Meets Standard

Does Not

Demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting employee conduct reviews, completing employee evaluations, managing employee time and attendance, following policies for appropriate attire, etc)

**Meet
Standard**

Demonstrates a pattern of failing to follow state, corporation, and school policies, procedures, or general/communicated expectations of a departmental leader.

CP.4 Professionalism & Respect

**Meets
Standard**

Demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members professionally and respectfully.

**Does
Not
Meet
Standard**

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

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

Domain 1: Essential Functions (75.00%)

1.1 Provides leadership and vision to ensure compliance in matters relating to student discipline, alternative education, child welfare and attendance, and guidance services.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.2 Establishes the development, monitoring, and support of Multi-Tiered Systems of Support (MTSS).

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.3 Coordinates school-based mental health programs.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.4 Provides support and supervision to the corporation's social worker services.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.5 Supervises Affidavit and Third Party Custodial Agreements.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)

Highly Effective	- Always	- Occasionally	- Rarely or never
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1.6 Guides, directs, and participates in serious discipline processes, including student suspensions and serving as the designated corporation expulsion examiner for SCM students.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.7. Serves as designated corporation McKinney Vento Liaison.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.8 Oversees the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.9 Creates a system to track and archive parental and community complaints.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

Domain 2: Administrative Leadership (25.00%)

2.1 Human Capital Management

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Fulfills the criteria for Level 3 and	- Recruits, hires, retains, and supports staff	- Occasionally delegates tasks and	- Rarely or never delegates tasks and

additionally: - Monitors progress and work of staff members and provides support, as needed.

who share the district's vision/mission, as appropriate - Effectively delegates tasks and responsibilities appropriately to staff members

responsibilities appropriately to competent staff members - Occasionally monitors progress and work of staff members and provides support, as needed.

responsibilities appropriately to competent staff members - Rarely monitors progress and work of staff members and provides support, as needed.

2.2 Team Building & Staffing

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Mentors and empowers others to assume leadership roles.

Effective (3)

- Builds an environment of trust through communication and transparency about decisions and how they are made. - Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. - Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data.

Improvement Necessary (2)

- Occasionally makes decisions without communicating how or why they are made. - Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Occasionally provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data.

Ineffective (1)

- Rarely communicates how or why decisions are made. - Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so.

2.3 Communication

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

Effective (3)

- Regularly responds to questions and concerns from stakeholders with a professional demeanor. - Clearly explains, communicates, and reports school business to relevant stakeholders and the community at-large to ensure matters of the school are widely available and understood, as appropriate.

Improvement Necessary (2)

- Occasionally responds to questions and concerns from stakeholders in a timely manner. - Administrator is not always timely with communication to school stakeholders in matters that pertain to the school community and/or explanation is not clearly communicated, resulting in unclear information in the community with regard to school matters.

Ineffective (1)

- Rarely demonstrates common courtesy and/or respond in a timely fashion to questions, concerns, and/or suggestions from stakeholders. - Concern received that communication is unclear or untimely in matters that are managed by the administrator.

2.4 Problem-solving & decision-making skills

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Considers all alternative solutions and impacts before making a decision - Follows up with all parties as to the

Effective (3)

- Researches, identifies and analyzes all critical elements in a problem situation - Establishes priorities and seeks relevant data from all resources

Improvement Necessary (2)

- Occasionally researches, identifies and analyzes some critical elements in a problem situation - Occasionally establishes priorities and seeks relevant data from other

Ineffective (1)

- Rarely or never seeks feedback or perspectives from other resources - Makes unilateral, arbitrary decisions

effectiveness of the resolution

resources

Core Professionalism (Special Weighting)

CP.1 Attendance

Meets Standard

Does not demonstrate a pattern of attendance-related issues that significantly impact departmental or district operations.

Does Not Meet Standard

Demonstrates a pattern of offering last-minute notice (24 hours or less) for absence requests, improperly utilizing sick leave (unless documentation is offered e.g. schedules sick days in advance), and/or routinely requests absences that extend a holiday or break.

CP.2 Time Management

Meets Standard

Consistently completes and submits necessary documents and reports before they are due. Individual establishes yearly, monthly, weekly, and daily priorities and objectives to ensure deadlines.

Does Not Meet Standard

Demonstrates a pattern of rarely or sometimes completing tasks by established deadlines/timelines. There is a lack of clear departmental objectives or vision for accomplishing both short and long-term goals.

CP.3 Policies & Procedures

Meets Standard

Demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting employee conduct reviews, completing employee evaluations, managing employee time and attendance, following policies for appropriate attire, etc)

Does Not Meet Standard

Demonstrates a pattern of failing to follow state, corporation, and school policies, procedures, or general/communicated expectations of a departmental leader.

CP.4 Professionalism & Respect

**Meets
Standard**

Demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members professionally and respectfully.

**Does
Not
Meet
Standard**

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

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

Domain 1: Essential Functions (75.00%)

1.1 Ensures compliance with Federal and State Special Education Laws and oversees the implementation of all programs, policies, and procedures including gathering data for and filing state and federal reports.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.2 Provides leadership for and participates in all special education mediation and/or due process hearings in accordance with statutory requirements.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.3 Assists administrators, building principals and staff members in responding to all special education complaints, and works to resolve concerns prior to state level involvement.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.4 Conducts periodic review of enrollment, programming options and important trends in education, and provides leadership in establishing new programs and developing improvements in existing programs.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.5 Monitors the compliance of staff with Federal and State Special Education rules.

Highly	Effective	Improvement	Ineffective
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Effective (4)	(3)	Necessary (2)	(1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.6 Ensures that options for least restrictive environment are available at every program level, and promotes the Inclusion of students with disabilities.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.7. Collaborates with community agencies to develop agreements for Special Education services.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.8 Reviews state and district assessment data in addition to curriculum programming to determine effectiveness of Special Education services.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.9 Develops and maintains appropriate personnel policies and procedures consistent with state and federal law.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1.10 Coordinates training for administrators and staff on compliance with IDEA and Indiana's Article 7.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

Domain 2: Administrative Leadership (25.00%)

2.1 Human Capital Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors progress and work of staff members and provides support, as needed.

Effective (3)

- Recruits, hires, retains, and supports staff who share the district's vision/mission, as appropriate - Effectively delegates tasks and responsibilities appropriately to staff members

Improvement Necessary (2)

- Occasionally delegates tasks and responsibilities appropriately to competent staff members - Occasionally monitors progress and work of staff members and provides support, as needed.

Ineffective (1)

- Rarely or never delegates tasks and responsibilities appropriately to competent staff members - Rarely monitors progress and work of staff members and provides support, as needed.

2.2 Team Building & Staffing

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Mentors and empowers others to assume leadership roles.

Effective (3)

- Builds an environment of trust through communication and transparency about decisions and how they are made. - Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. - Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data.

Improvement Necessary (2)

- Occasionally makes decisions without communicating how or why they are made. - Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Occasionally provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data.

Ineffective (1)

- Rarely communicates how or why decisions are made. - Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so.

2.3 Communication

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

Effective (3)

- Regularly responds to questions and concerns from stakeholders with a professional demeanor. - Clearly explains, communicates, and reports school business to relevant stakeholders and the community at-large to ensure matters of the school are widely available and understood, as appropriate.

Improvement Necessary (2)

- Occasionally responds to questions and concerns from stakeholders in a timely manner. - Administrator is not always timely with communication to school stakeholders in matters that pertain to the school community and/or explanation is not clearly communicated, resulting in unclear information in the community with regard to school matters.

Ineffective (1)

- Rarely demonstrates common courtesy and/or respond in a timely fashion to questions, concerns, and/or suggestions from stakeholders. - Concern received that communication is unclear or untimely in matters that are managed by the administrator.

2.4 Problem-solving & decision-making skills

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Considers all alternative solutions and impacts before making a decision - Follows up with all parties as to the effectiveness of the resolution

Effective (3)

- Researches, identifies and analyzes all critical elements in a problem situation - Establishes priorities and seeks relevant data from all resources

Improvement Necessary (2)

- Occasionally researches, identifies and analyzes some critical elements in a problem situation - Occasionally establishes priorities and seeks relevant data from other resources

Ineffective (1)

- Rarely or never seeks feedback or perspectives from other resources - Makes unilateral, arbitrary decisions

Core Professionalism (Special Weighting)

CP.1 Attendance

Meets Standard

Does not demonstrate a pattern of attendance-related issues that significantly impact departmental or district operations.

Does Not Meet Standard

Demonstrates a pattern of offering last-minute notice (24 hours or less) for absence requests, improperly utilizing sick leave (unless documentation is offered e.g. schedules sick days in advance), and/or routinely requests absences that extend a holiday or break.

CP.2 Time Management

Meets Standard

Consistently completes and submits necessary documents and reports before they are due. Individual establishes yearly, monthly, weekly, and daily priorities and objectives to ensure deadlines.

Does Not Meet Standard

Demonstrates a pattern of rarely or sometimes completing tasks by established deadlines/timelines. There is a lack of clear departmental objectives or vision for accomplishing both short and long-term goals.

CP.3 Policies & Procedures

Meets Standard

Does Not

Demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting employee conduct reviews, completing employee evaluations, managing employee time and attendance, following policies for appropriate attire, etc)

**Meet
Standard**

Demonstrates a pattern of failing to follow state, corporation, and school policies, procedures, or general/communicated expectations of a departmental leader.

CP.4 Professionalism & Respect

**Meets
Standard**

Demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members professionally and respectfully.

**Does
Not
Meet
Standard**

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

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

Domain 1: Essential Functions (75.00%)

1.1 Professional Learning

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Stays abreast of current trends and practices in education by leading and attending local, state, and national conferences - Provides suggestions and leads or schedules outside presenters for staff professional development in areas of need

Effective (3)

- Uses school data and seeks input from teachers and other administrators to identify areas of need for professional development - Provides differentiated professional development

Improvement Necessary (2)

- Occasionally uses school data and input from teachers and other administrators to identify areas of need for professional development - When needed, professional development is not often differentiated to meet the needs of educators

Ineffective (1)

- School data and input from teachers and other administrators is not used to identify areas of need for professional development

1.2 Assessment Data

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Data is shared with building and district-level administrators as a basis upon which to identify areas of strength and weakness in student achievement - Initiates discussion annually with building and district-level administrators to assess the value and reliability of assessment data relative to instructional time dedicated to assessment administration - Provides examples of decisions in instruction, curriculum, assessment, and/or intervention that have been based on data analysis

Effective (3)

- Data is regularly examined to identify trends in student achievement data from a variety of sources to identify areas of strength and weakness in student achievement - Consideration is given annually to the value and reliability of assessment data relative to instructional time dedicated to assessment administration

Improvement Necessary (2)

- Occasionally examines data to identify trends in student achievement data from a variety of sources to identify areas of strength and weakness in student achievement - Consideration is occasionally given to the value and reliability of assessment data relative to the time dedicated to the assessment administration

Ineffective (1)

- Data is rarely examined to identify trends in student achievement data from a variety of sources to identify areas of strength and weakness in student achievement - Consideration is rarely or never given to the value and reliability of assessment data relative to the time dedicated to the assessment administration

1.3 Student Achievement

Highly Effective (4)

Fulfills the criteria for Level 3 and

Effective (3)

- Sets annual student achievement targets

Improvement Necessary (2)

- Sets annual student achievement targets

Ineffective (1)

- Does not set annual student achievement

additionally: - Multiple indicators exist to support a consistent record of improved student achievement - Achievement demonstrates an increase in student group averages as well as in each subgroup - Continually analyzes trends for new target areas and proposes effective interventions that improve student outcomes

based on more than one set of current assessment data - Student achievement reaches the annual target performance goals - The average of the student population improves, as does the achievement of each group of students identified as needing improvement

based on assessment data Student achievement reaches the annual target performance goals in some areas - Student achievement demonstrates improvement in the average of the student population OR in some or all of the subgroups of students identified as needing improvement, but not in both

targets based on the assessment data - Student achievement does not meet the annual target performance goals in any areas - Student achievement demonstrates improvement in the average of the student population OR in some or all of the subgroups of students identified as needing improvement, but not in both

1.4 Vision for Change/Continued Improvement

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Involves stakeholders in casting a vision for change and improvement - Conveys vision of stakeholder group with other district and building-level administrators - Follows a timeline to see vision through to fruition

Effective (3)

- Casts a vision for continued improvement in areas identified as weak - Clearly conveys a vision for change with administrative leadership at district and building level - Designs a timeline for implementation for change

Improvement Necessary (2)

- Maintains and communicates a vision for continued improvement in areas identified as needing improvement - Occasionally conveys a vision for change with administrative leadership at district and building level - Vision does not include a plan and/or timeline for implementation

Ineffective (1)

- Administrator does not communicate a vision for change or improvement

1.5 Curricular Materials

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Possesses a superior understanding of curriculum standards and provides knowledgeable leadership for the selection of curricular materials based on content standard requirements - Demonstrates an understanding of the financial implication and provides funding sources to support the adoption of curricular materials

Effective (3)

- Knowledgeable of curriculum standards and applies knowledge toward the selection of curricular materials - Seeks input from key stakeholders in the selection of curricular materials

Improvement Necessary (2)

- Somewhat knowledgeable of curriculum standards and supports teachers in the selection of curricular materials - Occasionally receptive to input from key stakeholders in the selection of curricular materials

Ineffective (1)

- Lacks sufficient knowledge of curriculum standards to lead teachers in the selection of curricular materials - Administrator disregards input from key stakeholders in the selection of curricular materials

1.6 Creating a Consensus for Change

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Foresees opposition and effectively addresses resistance to maintain

Effective (3)

- Uses effective strategies to educate stakeholders and build consensus for implementing change

Improvement Necessary (2)

- Occasionally identifies need for change but does not effectively plan and/or implement a process for change - Elicits feedback from

Ineffective (1)

- Rarely or never recognizes and/or identifies need for change - Elicits feedback from key stakeholders, but takes a defensive stance to

momentum for change

key stakeholders, but is unable to secure cooperation from stakeholders

resistance, strengthening opposition and effectively putting an end to initiatives for change

Domain 2: Administrative Leadership (25.00%)

2.1 Human Capital Management

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors progress and work of staff members and provides support, as needed.

Effective (3)

- Recruits, hires, retains, and supports staff who share the district's vision/mission, as appropriate - Effectively delegates tasks and responsibilities appropriately to staff members

Improvement Necessary (2)

- Occasionally delegates tasks and responsibilities appropriately to competent staff members - Occasionally monitors progress and work of staff members and provides support, as needed.

Ineffective (1)

- Rarely or never delegates tasks and responsibilities appropriately to competent staff members - Rarely monitors progress and work of staff members and provides support, as needed.

2.2 Team Building & Staffing

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Mentors and empowers others to assume leadership roles.

Effective (3)

- Builds an environment of trust through communication and transparency about decisions and how they are made. - Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. - Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data.

Improvement Necessary (2)

- Occasionally makes decisions without communicating how or why they are made. - Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Occasionally provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data.

Ineffective (1)

- Rarely communicates how or why decisions are made. - Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so.

2.3 Communication

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

Effective (3)

- Regularly responds to questions and concerns from stakeholders with a professional demeanor. - Clearly explains, communicates, and reports school business to relevant stakeholders and the community at-large to ensure matters of the school are

Improvement Necessary (2)

- Occasionally responds to questions and concerns from stakeholders in a timely manner. - Administrator is not always timely with communication to school stakeholders in matters that pertain to the school community and/or explanation is not clearly

Ineffective (1)

- Rarely demonstrates common courtesy and/or respond in a timely fashion to questions, concerns, and/or suggestions from stakeholders. - Concern received that communication is unclear or untimely in matters that are managed by the

	widely available and understood, as appropriate.	communicated, resulting in unclear information in the community with regard to school matters.	administrator.
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2.4 Problem-solving & decision-making skills

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Fulfills the criteria for Level 3 and additionally: - Considers all alternative solutions and impacts before making a decision - Follows up with all parties as to the effectiveness of the resolution	- Researches, identifies and analyzes all critical elements in a problem situation - Establishes priorities and seeks relevant data from all resources	- Occasionally researches, identifies and analyzes some critical elements in a problem situation - Occasionally establishes priorities and seeks relevant data from other resources	- Rarely or never seeks feedback or perspectives from other resources - Makes unilateral, arbitrary decisions

Core Professionalism (Special Weighting)

CP.1 Attendance

Meets Standard	Does Not Meet Standard
Does not demonstrate a pattern of attendance-related issues that significantly impact departmental or district operations.	Demonstrates a pattern of offering last-minute notice (24 hours or less) for absence requests, improperly utilizing sick leave (unless documentation is offered e.g. schedules sick days in advance), and/or routinely requests absences that extend a holiday or break.

CP.2 Time Management

Meets Standard	Does Not Meet Standard
Consistently completes and submits necessary documents and reports before they are due. Individual establishes yearly, monthly, weekly, and daily priorities and objectives to ensure deadlines.	Demonstrates a pattern of rarely or sometimes completing tasks by established deadlines/timelines. There is a lack of clear departmental objectives or vision for accomplishing both short and long-term goals.

CP.3 Policies & Procedures

**Meets
Standard**

Demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting employee conduct reviews, completing employee evaluations, managing employee time and attendance, following policies for appropriate attire, etc)

**Does
Not
Meet
Standard**

Demonstrates a pattern of failing to follow state, corporation, and school policies, procedures, or general/communicated expectations of a departmental leader.

CP.4 Professionalism & Respect

**Meets
Standard**

Demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members professionally and respectfully.

**Does
Not
Meet
Standard**

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

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

Domain 1a: Essential Functions - Human Resources (37.50%)

1a.1 Plans and directs a program for recruitment, selection, assignment, training, transfers, promotion, and evaluation of qualified staff.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.2 Assists with the coordination of the employee benefits program and certifies eligibility for employees for the corporation's health, dental, and income protection plan.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.3 Supervises contract agreements and serves as a member of TACT; Serves as a corporation representative in all labor negotiations and discussions.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.4 Develop and maintain a system for personnel records of all School City of Mishawaka employees.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.5 Serves as the first administrative level above the building principal or other directors in any grievance procedure initiated under provisions of a contract and assists the school corporation attorney when such cases go to non-binding mediation.

Highly	Effective	Improvement	Ineffective
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Effective (4)	(3)	Necessary (2)	(1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.6 Counsels with employees to resolve complaints and difficulties on personnel issues; Advises principals on personnel matters.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.7 Oversees Title IX programming.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.8 Provides research for salary plans and other personnel benefits to the Superintendent of Schools; Administers the provisions of contracts and salary schedules for all personnel.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.9 Assists with the coordination of orientation programs for new teachers.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.10 Collaborates with the Mishawaka Education Association to implement and refine the teacher evaluation rubric.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.11 Provides support and supervision to the corporation's nursing program.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1a.12 Supervises grant writing and compliance for all federal grants.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

Domain 1b: Essential Functions - School Safety (37.50%)

1b.1 Oversees the activities of School Resource Officers and contracted security services and personnel.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.2 Achieves and maintains the certification as a School Safety Specialist and maintain knowledge of current safe school practices through professional development.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.3 Acts as liaison with local, state, and federal law enforcement, fire department, and emergency service agencies.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.4 Works with district staff, students, parents, and community members to implement and communicate safe school practices.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.5 Coordinates the development and evaluation of programs, initiatives, and professional learning that contribute to a safe environment.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.6 Oversees the purchase, inventory, and replacement cycle for all security equipment, including radios, traffic equipment, security camera systems, and electronic access controls.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.7 Oversees the Emergency Plans, updates and work with Principals on Crisis Planning

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

1b.8 Maintains all required DOE reporting requirements related to safety and security.

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Highly Effective	- Always	- Occasionally	- Rarely or never

Domain 2: Administrative Leadership (25.00%)

2.1 Human Capital Management

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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Fulfills the criteria for Level 3 and additionally: - Monitors progress and work of staff members and provides support, as needed.

- Recruits, hires, retains, and supports staff who share the district's vision/mission, as appropriate - Effectively delegates tasks and responsibilities appropriately to staff members

- Occasionally delegates tasks and responsibilities appropriately to competent staff members - Occasionally monitors progress and work of staff members and provides support, as needed.

- Rarely or never delegates tasks and responsibilities appropriately to competent staff members - Rarely monitors progress and work of staff members and provides support, as needed.

2.2 Team Building & Staffing

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Mentors and empowers others to assume leadership roles.

Effective (3)

- Builds an environment of trust through communication and transparency about decisions and how they are made. - Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. - Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data.

Improvement Necessary (2)

- Occasionally makes decisions without communicating how or why they are made. - Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Occasionally provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data.

Ineffective (1)

- Rarely communicates how or why decisions are made. - Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. - Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so.

2.3 Communication

Highly Effective (4)

Fulfills the criteria for Level 3 and additionally: - Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

Effective (3)

- Regularly responds to questions and concerns from stakeholders with a professional demeanor. - Clearly explains, communicates, and reports school business to relevant stakeholders and the community at-large to ensure matters of the school are widely available and understood, as appropriate.

Improvement Necessary (2)

- Occasionally responds to questions and concerns from stakeholders in a timely manner. - Administrator is not always timely with communication to school stakeholders in matters that pertain to the school community and/or explanation is not clearly communicated, resulting in unclear information in the community with regard to school matters.

Ineffective (1)

- Rarely demonstrates common courtesy and/or respond in a timely fashion to questions, concerns, and/or suggestions from stakeholders. - Concern received that communication is unclear or untimely in matters that are managed by the administrator.

2.4 Problem-solving & decision-making skills

Highly Effective (4)

Fulfills the criteria for Level 3 and

Effective (3)

- Researches, identifies and analyzes all

Improvement Necessary (2)

- Occasionally researches, identifies and

Ineffective (1)

- Rarely or never seeks feedback or

additionally: - Considers all alternative solutions and impacts before making a decision - Follows up with all parties as to the effectiveness of the resolution

critical elements in a problem situation - Establishes priorities and seeks relevant data from all resources

analyzes some critical elements in a problem situation - Occasionally establishes priorities and seeks relevant data from other resources

perspectives from other resources - Makes unilateral, arbitrary decisions

Core Professionalism (Special Weighting)

CP.1 Attendance

Meets Standard

Does not demonstrate a pattern of attendance-related issues that significantly impact departmental or district operations.

Does Not Meet Standard

Demonstrates a pattern of offering last-minute notice (24 hours or less) for absence requests, improperly utilizing sick leave (unless documentation is offered e.g. schedules sick days in advance), and/or routinely requests absences that extend a holiday or break.

CP.2 Time Management

Meets Standard

Consistently completes and submits necessary documents and reports before they are due. Individual establishes yearly, monthly, weekly, and daily priorities and objectives to ensure deadlines.

Does Not Meet Standard

Demonstrates a pattern of rarely or sometimes completing tasks by established deadlines/timelines. There is a lack of clear departmental objectives or vision for accomplishing both short and long-term goals.

CP.3 Policies & Procedures

Meets Standard

Demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting employee conduct reviews, completing employee evaluations, managing employee

Does Not Meet Standard

Demonstrates a pattern of failing to follow state, corporation, and school policies, procedures, or general/communicated expectations of a departmental leader.

time and attendance, following policies for appropriate attire, etc)

CP.4 Professionalism & Respect

**Meets
Standard**

Demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members professionally and respectfully.

**Does
Not
Meet
Standard**

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

School City of Mishawaka District Level Administrator (v.2022)

Printed September 3, 2024

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

School City of Mishawaka District Level Administrator (v.2022) is only available for Battell Elementary School.

Domain 1: Human Capital Manager (16.67%)

1.1 Recruiting, hiring, assigning, retaining, and supporting effective building leaders who share the district's vision/mission

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.2 Prioritizing the evaluation of building leaders over competing commitments and using evaluation systems that credibly differentiate the performance of building leaders

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.3 Ensuring that principals prioritize teacher evaluation over competing commitments and use teacher evaluation systems that credibly differentiate the performance of teachers

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.4 Designing and implementing succession plans (e.g., career ladders) for every position in the district, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.5 Delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.6 Counseling out or recommending the dismissal of ineffective building leaders, and ensuring that building leaders counsel out or recommend the dismissal of ineffective teachers, carefully following contractual requirements

Highly Effective	Effective	Improvement Necessary	Ineffective
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1.7 Strategically assigning building leaders and other staff to support district goals and maximize achievement for all students

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 2: Instructional Leadership (16.66%)

2.1 Cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.2 Planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.3 Using student performance data to evaluate instructional quality, and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.4 Establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.5 Ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students

Highly Effective	Effective	Improvement Necessary	Ineffective
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2.6 Promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
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Domain 3: Personal Behavior (16.66%)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.2 Establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.3 Actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.4 Going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to district success, and taking risks to achieve results

Highly Effective	Effective	Improvement Necessary	Ineffective
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3.5 Using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading district improvement efforts

Highly Effective

Effective

Improvement Necessary

Ineffective

Domain 4: Building Relationships (16.66%)

4.1 Establishing an organizational culture of urgency in which building leaders, students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence

Highly Effective

Effective

Improvement Necessary

Ineffective

4.2 Skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)

Highly Effective

Effective

Improvement Necessary

Ineffective

4.3 Using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change

Highly Effective

Effective

Improvement Necessary

Ineffective

4.4 Working collaboratively with individuals and groups inside and outside the system, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

Highly Effective

Effective

Improvement Necessary

Ineffective

4.5 Demonstrating awareness of the public and political nature of the school district leader position, and deftly engaging the public in addressing controversial issues

Highly Effective

Effective

Improvement Necessary

Ineffective

Domain 5: Culture of Achievement (16.66%)

5.1 Empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning

Highly Effective

Effective

Improvement Necessary

Ineffective

5.2 Establishing rigorous academic goals and priorities that are accepted as fixed and immovable

Highly Effective

Effective

Improvement Necessary

Ineffective

5.3 Orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation

Highly Effective

Effective

Improvement Necessary

Ineffective

5.4 Implementing systems to promote and enforce individual accountability for results

Highly Effective

Effective

Improvement Necessary

Ineffective

5.5 Ensuring all students full and equitable access to educational programs, curricula, and available supports

Highly Effective

Effective

Improvement Necessary

Ineffective

5.6 Ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines

Highly Effective

Effective

Improvement Necessary

Ineffective

5.7 Guiding building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

Highly Effective

Effective

Improvement Necessary

Ineffective

5.8 Developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement

Highly Effective

Effective

Improvement Necessary

Ineffective

Domain 6: Organizational, Operational, and Resource Management (16.66%)

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

Highly Effective

Effective

Improvement Necessary

Ineffective

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

Highly Effective

Effective

Improvement Necessary

Ineffective

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

Highly Effective

Effective

Improvement Necessary

Ineffective

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

Highly Effective

Effective

Improvement Necessary

Ineffective

6.5 Managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff

Highly Effective	Effective	Improvement Necessary	Ineffective
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