Lafayette School Corporation
Certified Evaluation Plan
SY 2026-2027

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Teacher Professional Practice

Teacher professional practice will be measured by long and short administrative observations culminating with the completion at the end of the year of the Teacher Effectiveness Rubric (TER) which will result in an effectiveness rating worth 100% of the overall final rating of a teacher.

Observations will be according to the following procedures:

- Each teacher will be observed by an administrator at least once via a long observation that will last approximately 40 minutes. The observation may be announced or unannounced and there is no requirement to pre-conference with the teacher, however, the administrator or the teacher may request a pre-conference meeting if the observation is announced. Written and/or oral feedback will be provided by the administrator to the teacher. The administrator will use the current LSC evaluation tool during long observations.

- Administrators will perform at least two (2) short observations that last approximately 10 minutes in length. Short observations will not be announced. The teacher will receive feedback. This feedback may come in electronic form. The current conversational audit form may be utilized during short observations.

- Administrators may request, or teachers may submit without request, documents which support the teachers' effort in the classroom to help with the final scoring of the teachers' effectiveness. This is especially true in domain 1, planning and domain 3, leadership. Lesson plans, unit plans, instructional materials, assessment instruments, team/department meeting documents, phone logs, notes from parent-teacher conferences, PGPs from professional development etc. can all be helpful to an administrator as they prepare to make a final scoring of a teachers' effectiveness.

- Final scoring of the TER will be done at the end of the year. Administrators will utilize the results of the LSC evaluation tool, LSC instructional audit, other documents provided by the teacher, and professional judgment to score the teachers effectiveness on the Teacher Effectiveness Rubric (TER) document.

- When scoring the final TER, the administrator will score each indicator of each domain with a 4 for highly effective, 3 for effective, 2 for needs improvement and 1 for ineffective.

- Core Professionalism plays a role in the final scoring as well. The LSC Teacher Effectiveness Rubric outlines 4 areas of core professionalism. If the teacher meets the standards set forth for each core professionalism area, then the scoring from Domains 1, 2, and 3 will not change. However, a half point is deducted from the overall TER rubric if any standard is not met.

Questions and Answers

What requirements are there for evaluations?
Staff Performance Evaluation Plans MUST:

- Be in writing;
- Be posted on the Lafayette School Corporation website.

Staff Performance Evaluation Plans May Include:

- Performance evaluations for all certificated employees, conducted at least annually;
- Rigorous measures of effectiveness, including observations and other performance indicators;
- An annual designation of each certificated employee in one (1) of the following rating categories: (A) Highly Effective. (B) Effective. (C) Improvement Necessary. (D) Ineffective;
- Discussion of the evaluation between evaluator and certificated employee;
- An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected;
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective; and
- A pre-evaluation planning session conducted by the superintendent or equivalent authority for the school corporation with the principals in the school corporation.

What are the areas in which I will be evaluated?
You will be evaluated using the Teacher Effectiveness Rubric (TER). Additionally, the specific domains are: Purposeful Planning, Effective Instruction, School Leadership, and Professionalism.

In what categories might I be placed?

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

What are the indicators on the TER?
Domain 1: Purposeful Planning

1.1	Utilize assessment data to plan
1.2	Set ambitious and measurable achievement goals
1.2a	Selects objectives appropriate to the ability of the students
1.3	Develop standards-based unit plans and assessments
1.4	Create objective-driven lesson plans and assessments
1.4a	Selects instructional materials appropriate for level of objectives of the lesson, the level of the class, and the teaching methods
1.5	Track student data and analyze progress

Domain 2: Effective Instruction

2.1	Develop student understanding and mastery of lesson objectives
2.2	Demonstrate and clearly communicate content knowledge to students
2.2a	Presents content of the lesson so it is understandable to students
2.3	Engages students in academic content

2.3a	Encourages productive engagement
2.4	Check for understanding
2.4a	Teacher regularly assesses student progress: checks for understanding, uses multiple individual and group assessments, uses authentic assessments as appropriate, provides timely feedback, assesses accurately and efficiently, assigns unguided practice as appropriate, demonstrates learning objective(s) have been accomplished students: students have work to complete that is related to appropriate standards, students are expected to complete homework, students redo work, and when used, students follow rubrics to guide learning
2.5	Modify instruction as needed
2.5a1	Recognizes individual differences in students and adjusts practices accordingly
2.5a2	Utilizes ongoing assessments to modify lesson if necessary
2.6	Develop higher level of understanding through rigorous instruction and work
2.6a	Encourages critical thinking
2.7	Maximizes instructional time
2.7a1	Begins class promptly to the best of his/her ability considering special student or school circumstances
2.7a2	Has the classroom and work ready for students
2.7a3	Implements rules, discipline plan, procedures, and routines
2.8	Creates classroom culture of respect and collaboration
2.8a1	Creates climate conducive to learning
2.8a2	Treats students equitably
2.8a3	Encourages positive social interaction
2.9	Sets high expectations for academic success
2.9a1	Selects objectives appropriate for the ability of the students
2.9a2	Communicates expectations

Domain 3: School Leadership

3.1	Contribute to School Culture
3.2	Collaborate with peers
3.3	Seek professional skills and knowledge
3.4	Advocate for student success

Domain 4: Core Professionalism

- Attendance
- Respect
- On-time
- Policies and Procedures

How much is each area on the TER worth?

- Domain 1 (planning) = 10%
- Domain 2 (Instruction) = 75%
- Domain 3 (leadership) = 15%

1. ***What is a primary evaluator?***
   This is the evaluator that will be responsible for your summative rating. They are responsible for approving additional assessments, setting goals, and looking at the information you provide and any other evaluator's information. They are responsible for determining your summative, or final rating, and will meet with you to discuss this rating in an "end of the year conference." All evaluators have received annual training in the LSC model and evaluation best practices. Periodic in-services/information will be given to administrators on classroom best practices and best practice for teacher evaluations. Evaluators will be administrators or their designee. It is not the LSC policy to use classroom teachers as evaluators.

2. ***What is a secondary evaluator?***
   This evaluator may perform informal/short observations or formal evaluations as well as work with teachers to set goals for a professional development/improvement plan. The data this person collects are passed on to the primary evaluator responsible for assigning a summative rating. All evaluators have or will have received training in LSC model and also in the RISE model.

3. ***How many observations will I have?***
   LSC teachers in good standing will have at least one 40-minute formal observation. Additionally, the teacher will have at least two information/short observations. This is the minimum requirement for all teachers.
   - An observation "window" will be given for formal observations.
   - Teachers with a rating of ineffective or needs improvement may have more than the minimum observations during the school year.

4. ***Are there mandatory pre-conference/post-conferences with the formal observation?***
   - An initial pre-conference (before the observation cycle begins) will be provided by the evaluator.
   - A post-conference will occur after a formal observation.

5. ***What is a walkthrough/short observation?***
   A walkthrough lasts a minimum of ten minutes and is not announced. There are no conferencing requirements around short observations, but a post observation conference may be scheduled by the evaluator or teacher if there are areas of concern. An educator will receive written feedback following each of the two informal/short observations during the school year.

6. ***Is there any additional support for struggling educators?***
   It is expected that a struggling educator will receive observations above and beyond the minimum number required. This may be any combination of formal observations, informal/short observations and conferences that the primary evaluator deems appropriate. At the discretion of the administrator, a teacher who is struggling may be put on a "mini" improvement plan in order to help them be successful during the evaluation process.

7. ***Will my formal and informal observations be scored?***
   Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the school year. However, all evaluators are expected to provide specific and meaningful feedback on performance. Short observations should be shared with teachers within two business days and long observations should be shared within five business days.

8. ***What if my primary evaluator doesn't see evidence, since some areas are difficult to assess through classroom observations?***
   The LSC evaluators may collect material outside the classroom areas to assess these domains. *Educators should also be proactive in demonstrating their proficiency in these areas*. Examples of material for these domains may include (but are not limited to):
   - Domain 1: Planning- lessons and unit plans, planned instructional materials and activities, assessment systems for record keeping and other artifacts.
   - Domain: Leadership- documents from team planning, collaboration, parental call logs, notes, attendance records from professional development logs, PGP certificates, grant applications, out of school activities, agendas, or programs, or any other relevant information.

   Because of all the indicators, the evaluator may use video during the lesson/observation to record information for further review.
   These documents may be uploaded into the LSC Teacher Evaluation system at any time.

9. ***What is a Formal Instructional Improvement Plan? When do I do this?***
   An important part of our profession is to reflect and adjust teacher behavior to affect student learning. Although every educator is encouraged to set goals around his/her performance, only educators who score an ineffective or improvement necessary on their summative evaluation the previous year may have a professional development plan developed and monitored by an evaluator.

10. ***What is the process for setting goals and assessing my progress?***
    For the teacher who has a formal instructional improvement plan, administrators will set goals and expectations for teachers and will discuss them at the beginning of the academic year. The goals are monitored, revised, and progress is formally discussed at a mid-year conference. Professional development goals will be tied to areas of improvement.

11. ***How will the evaluation process look?***
    See flow chart on page 10.

12. ***What happens if I want to check on my progress?***
    Administrators or teachers may request a mid-year conference to update the teacher on progress. In addition, a website will be available where teachers may see all their evaluations.

13. ***What happens if I am rated Needs Improvement or Ineffective?***
Teachers who are rated needs improvement may be required to complete an improvement plan with a timeline to be determined by the immediate supervisor. License renewal credits (PGP points) will need to be earned in areas intended to assist the employee in obtaining an effective rating. *If you are rated ineffective, you can seek a private conference with the superintendent or the superintendent's designee no later than 5 days after receiving notice of said rating.*

14. ***What if I receive an Ineffective two years in a row?***
The grounds for cancellation of your contract have been met, and administration may seek a cancellation of your contract.

15. ***What happens with my teacher evaluation score? Is it published?***
We are required to send the scores by teacher personnel number to the State Department of Education.

16. ***What happens if I am on maternity leave or I am absent for an extended period of time?***
If evaluations or data are insufficient to complete the summative evaluation, the teacher will be reported as the rating they received the previous year.

17. ***What happens if I am struggling and I am afraid I will receive a Needs Improvement or Ineffective rating?***
If your administrator is concerned that a needs improvement or ineffective rating could be earned by the end of the school year, the administrator may put you on an informal or "mini" improvement plan. These plans are designed to give the teacher assistance and build skills to a path that would allow for an effective or highly effective rating.

18. ***How will I know my final rating?***
Once the evaluator has reviewed documentation submitted by the teacher, the administrator will combine formal and informal observation data with any additional information and assign a final score and rating. The evaluator will then meet with the teacher to review and discuss the final rating. This will be done seven days after the evaluation is completed.

19. ***What if I have questions on my teacher evaluation?***
Each building administrator will provide teacher evaluation information during the first day of school meeting. Additionally, new teachers will receive an in-service on teacher evaluation procedures for LSC. The entire document will be posted on the district website for all teachers/certified staff to access. Changes to the LSC Teacher Evaluation Document may be discussed with the LEA during monthly discussion.

Lafayette School Corporation Teacher Evaluation and Development

Flow Chart

Evaluator observes, taking evidence based notes, and fills out the Lafayette School Corporation Evaluation form that is mapped to the indicators on the TER

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Evaluator completes 1 formal observation and 2 informal observations (at minimum) and compiles information gathered from these.

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Evaluator review other artifacts and/or information presented that allows for additional information in areas (such as planning) that is difficult to observe.

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Evaluator compiles ratings and notes from observations, professional judgment, conferences, and artifacts.

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Evaluator decides on the summative rating and uses established weights for final TER score.

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Evaluator uses TER score for final score and schedules final conference with staff member for summative rating.

Lafayette School Corporation Teacher Effectiveness Rubric (TER)

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: Building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At level 4, a teacher fulfills the criteria for Level 3 and additionally:** Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	**Teacher uses prior assessment data to formulate:** Design of achievement goals, unit plans, AND lesson plans.	**Teacher uses prior assessment data to formulate:** Design of achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Plans an ambitious annual student achievement goal wherein every student makes typical or high growth	**Teacher develops an annual student achievement goal that is:** Measurable; Aligned to content standards; AND Includes benchmarks to help monitor learning and inform interventions throughout the year	**Teacher develops an annual student achievement goal that is:** Measurable **The goal may *not*:** Align to content standards; OR Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes.
1.2a	**Selects objectives appropriate to the ability of the students**	Objectives address various learning needs of individual students and groups. Objectives allow varied pace of learning and student mastery. Some objectives are easy to obtain, some more difficult.	Objectives meet the needs of the majority.	Objectives are the same for all students	Objectives are vague, nonexistent, and not communicated.
1.3	**Develop Standards-Based Unit Plans and Assessments**	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: -Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) -Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning -Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: -Identifying content standards that students will master in each unit Teacher may not: -Create assessments before each unit begins for backwards planning -Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.
1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** Plans for a variety of differentiated instructional	**Based on unit plan, teacher plans daily lessons by:** Identifying lesson objectives that are aligned to state content standards.	**Based on unit plan, teacher plans daily lessons by:** Identifying lesson objectives that are	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives,

		strategies, anticipating where these will be needed to enhance instruction Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives Designing formative assessments that measure progress towards mastery and inform instruction	aligned to state content standards Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** Design assignments that are meaningful or relevant Plan formative assessments to measure progress towards mastery or inform instruction.	instructional strategies, or assignments.
1.4a	**Selects instructional materials appropriate for level of objectives of the lesson, the level of the class, and the teaching methods.**	A wide variety of materials and resources are selected that support instructional objectives and engage all students in meaningful learning.	Materials and resources support instructional objectives and engage most of the students in meaningful learning.	Some materials and resources support instructional objectives and engage some of the students in meaningful learning.	Materials and resources are non-existent or do not support the instructional objectives or engage students in meaningful learning.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Uses daily checks for understanding for additional data points -Updates tracking system frequently -Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** -Recording student assessment/progress data -Analyzing student progress towards mastery and planning future lessons/units accordingly -Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** -Recording student assessment/progress data -Maintaining a grading system **Teacher may *not*:** -Use data to analyze student progress towards mastery or to plan future lessons/units -Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system.

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Develop student understanding and mastery of lesson objectives**	***For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*** -Students can explain what they are learning and why it is important, beyond repeating the stated objective -Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.	-Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. -Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms. -Importance of the objective is explained so that students understand why they are learning what they are learning -Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students -Lesson is well-organized to move students towards mastery of the objective	-Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable -Objective is stated, but not in a student-friendly manner that leads to understanding -Teacher attempts explanation of importance of objective, but students fail to understand -Lesson generally does not build on prior knowledge of students or students fail to make this connection -Organization of the lesson may not always be connected to mastery of the objective	-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. -There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. -Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. -There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective.
2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. -Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.	-Teacher demonstrates content knowledge and delivers content that is factually correct. -Content is clear, concise and well-organized. -Teacher restates and rephrases instruction in multiple ways to increase understanding. -Teacher emphasizes key points or main ideas in content.	-Teacher delivers content that is factually correct. -Content occasionally lacks clarity and is not as well organized as it could be. -Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. -Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways.	-Teacher may deliver content that is factually incorrect. -Explanations may be unclear or incoherent and fail to build student understanding of key concepts. -Teacher continues with planned instruction, even when it is obvious that students are not understanding content. -Teacher does not emphasize main ideas and students are often confused about content.

		-Explanations spark student excitement and interest in the content -Students participate in each other's learning of content through collaboration during the lesson. -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.	-Teacher uses developmentally appropriate language and explanations. -Teacher implements relevant instructional strategies learned via professional development.	-Explanations sometimes lack developmentally appropriate language. -Teacher does not always implement new and improved instructional strategies learned via professional development.	-Teacher fails to use developmentally appropriate language.
2.2a	**Presents content of the lesson so it is understandable to students:**	A variety of methods, materials, strategies are being used to address different student needs. A variety of learning styles are being addressed. Flexible groupings are being utilized. Evidence of re-teaching is observable for students in need of it. Teacher uses aides or paras effectively with students. Audiovisuals are used effectively. Rubrics are used when called for by the instructional plan. Models what is to be learned when appropriate. Assignments have appropriate directions. Learning requires some higher ordered thinking.	Some learning styles and student abilities are being addressed by the teacher. A variety of methods, materials, and strategies are being used. Some flexible groupings are being used. The teacher uses aides and paras effectively with students. There is evidence of re-teaching observable. Often models what is to be learned when appropriate. Provides appropriate directions 85% of the time.	There is little variety of methods, materials, and strategies being used. Content is presented to whole groups of students with little concern for student learning styles or differences. Aides and paras are used primarily in ways not involving students. Occasionally models what is to be learned when appropriate. Provides appropriate directions a majority of the time.	Content is presented from textbooks which serve as the sole method of instructional delivery. Various learning styles are not addressed. Aides and paras are not utilized and no re-teaching is apparent. Seldom uses rubrics. Seldom models what is to be learned. Provides appropriate directions a minority of the time.
2.3	**Engage students in academic content**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following?* -Teacher provides ways to engage with content that significantly promotes student mastery of the objective -Teacher provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early	-3/4 or more of students are actively engaged in content at all times and not off-task -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Teacher sustains the attention of the class by maintaining a dynamic presence -Ways of engaging with content reflect different learning modalities or intelligences	-Fewer than ¾ of students are engaged in content and many are off- task -Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content -Teacher may miss opportunities to provide ways of differentiating content for student engagement -Some students may not have the prerequisite skills necessary to fully engage in content	-Fewer than ½ of students are engaged in content and many are off-task -Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content -Teacher does not differentiate instruction to target different learning modalities -Most students do not have the prerequisite skills necessary to fully engage in content

		have something else meaningful to do -Teacher effectively integrates technology as a tool to engage students in academic content	-Students have the prerequisite skills and knowledge needed to benefit from whole-class activities -ELL and IEP students have the appropriate accommodations to be engaged in content -Students work hard and are deeply active rather than pass/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	-ELL and IEP students are not provided with the necessary accommodations to engage in content
2.3a	**Encourages productive engagement**	Homework assignments are on the board. The class agenda is posted for the day. Teacher addresses students that are nor engaged. The teacher provides a variety of activities and student choice in those activities. Activities are connected to standards. Down Time is used productively. The teacher provides resources to get students better organized. The teacher uses a variety of questioning/instructional strategies. The teacher provides on-going communication with home. Class begins promptly every day. Captures the interest of students. Students summarize and take notes appropriate to age and ability level. Students are asked to apply what they have learned, solve problems, and exhibit creativity.	Homework assignments are on the board. The class agenda is posted. The teacher addresses students that are not engaged. The teacher provides activities and some student choice. Activities are connected to standards. Student down time is at times used productively. The teacher uses some questioning and instructional strategies. The teacher encourages on-going communication with home. Captures the interest of students. Students summarize and take notes appropriate to age and ability level. Students are asked to apply what they have learned, solve problems, and exhibit creativity.	Homework assignments and class agendas are inconsistently posted. Students who are not engaged in learning are not consistently addressed by the teacher. Few activities and limited student choice is evident. Activities are connected to standards inconsistently. A large amount of student down time is evident. The teacher and students appear disorganized. Limited questioning/instructional strategies are evident. There is a limited communication with home. In a substantial number of lessons fails to capture the interest of students. Often students are not asked to apply what they know, solve problems, or exhibit creativity.	Few or none of the exemplary descriptors are evident. Seldom captures the interest of students. Students frequently off task related to objective or standard. Students are seldom asked to apply what they have learned, solve problems, or exhibit creativity.
2.4	**Check for Understanding**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that	-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding. -Teacher gains enough information during checks for	-Teacher sometimes checks for understanding of content, but misses several key moments -Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson	-Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson -Teacher frequently moves on with

		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	understanding to modify the lesson and respond accordingly Teacher uses a variety of methods to check for 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 objective(s) at the end of each lesson (usually via exit ticket) and diagnoses areas of student misunderstanding to drive subsequent lessons	accordingly -Teacher may not use a variety of methods to check for understanding, when doing so would be helpful -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Teacher sometimes allows students to "opt- out" of checks for understanding without cycling back to these students -Teacher may assess student mastery at the end of the lesson, but may not use this information to drive subsequent lesson planning	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
2.4a	**Regularly assesses student progress:** **♦Checks for understanding.** **♦Uses multiple individual and group assessments.** **♦Uses authentic assessments as appropriate.** **♦Provides timely feedback. Assesses accurately and efficiently.** **♦Assigns unguided practice as appropriate.** **Demonstrated learning objective(s) have been accomplished.** **♦Students have work to complete that is related to appropriate standards.** **♦Students are expected to complete homework.** **♦Students redo work. When used, follow rubrics to guide**	Routines are in place and consistently utilized to formally and informally check for student comprehension. There is evidence of re-teaching based on assessment results. Students are aware of their own progress. The teacher communicates student progress to the appropriate stakeholders. Formal Evaluation: Nine or more indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in nearly every case	A variety of formal and informal assessments are utilized. There is evidence of re-teaching. There is evidence of communication to some appropriate stakeholder groups Formal Evaluation: Seven or more indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in the clear majority of cases.	There is little evidence of students being assessed for progress. The teacher provides formal assessments but rarely goes beyond a textbook provided assessment. There is no use of assessment information to drive instruction. Formal Evaluation: Five or more indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in a majority of cases.	There is little or no evidence of assessing student progress. Formal Evaluation: Four or fewer indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in a minority of cases.

	learning				
2.5	**Modify Instruction as Needed**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher anticipates student misunderstandings and preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	-Teacher makes appropriate adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs -Teacher responds to misunderstandings with effective 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 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 -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 may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	-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 only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

2.5a.1	**Recognizes individual differences in students and adjusts practices accordingly**	Teacher demonstrates the use of pre-assessment data to form flexible instructional groups and plans and implements strategies to meet the varying learning needs. Teacher implements a wide variety of materials. Pace of instruction is appropriate to the goals of the lesson and to the needs of the students. Depth of content covered is appropriate. Provides appropriately for differing student abilities. Provides developmentally appropriate guided practice when appropriate. Homework is on grade level or at appropriate developmental level.	Pre-assessment of students is evident and is used to plan lessons to meet student needs. Varying learning needs of individual students or groups are taken into account by the use of a variety of instructional strategies and use of materials. Pace of instruction is appropriate to the goals of the lesson and to the needs of the students. Depth of content covered is appropriate. Provides appropriately for differing student abilities. Provides developmentally appropriate guided practice when appropriate. Homework is on grade level or at appropriate developmental level	Pre-assessment of students is not evident or not used in a meaningful way to guide instruction. Flexible groupings and a variety of instructional strategies, if evident at all, are used only when meeting the needs of IEP's. All content standards may not be covered. Infrequently differentiates instruction. Opportunities for guided practice and expectations for homework are inconsistent.	No Pre-assessment is utilized by the teacher. No differentiation of instructional practices or groupings is evident even for those students with IEP's. Not all content standards are covered. Fail to provide differentiation of instruction often fails to provide guided practice or homework.
2.5a.2	**Utilizes ongoing assessments to modify lesson if necessary**	The teacher uses both standardized and teacher- created curriculum based assessments. The teacher utilizes the results of TRC, STATE ASSESSMENT, NWEA, WIDA to drive instruction. The teacher identifies specific skills that need remediation. The teacher uses that information for grouping.	The teacher gathers data from both standardized and teacher created assessments and utilizes the data to form instructional decisions and implement instructional practices	The teacher is aware of and gathers data but the data is not relevant or if relevant is not utilized to direct instruction. Instructional techniques used are not data-driven.	There is no acknowledgement or use of assessment data.

2.6	**Develop Higher Level of Understanding through Rigorous Instruction and Work**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work. Lesson is accessible and challenging to all students Students are able to answer higher-level questions with meaningful responses Teacher uses techniques that require a substantial number of students to respond. Teacher uses wait time effectively. Students pose higher-level questions to the teacher and to each other Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	Teacher is effective at developing a higher level of understanding through rigorous instruction and work. Lesson is accessible and challenging to almost all 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 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 objective and to persist even when faced with difficult material	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work. Lesson is not always accessible or challenging for students Some questions used may not be effective in developing higher-level understanding (too complex or confusing) Teacher may not always use questioning as an effective tool to increase 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	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 is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts Teacher gives up on student easily and does not encourage them to persist through difficult material

2.6a.1	**Encourages critical thinking**	The teacher uses open-ended learning opportunities that prompt students to analyze, synthesize or evaluate information. The evaluator will see a variety of modalities such as class discussions, essays, journal writing, class projects, debates, response to literature, etc. Students identify similarities and differences when lessons call for such comparisons. Teacher requires students to respond to question that ask why and how. Teacher requires students to identify key concepts and underlying principles, evaluate sources of information, reflect, examine forms of argument, compare and contrast, generate and test hypotheses, debate different positions on issues, brain storm ideas, combine information in original ways, and may use rubrics to evaluate information or work product	The teacher respects and responds to students input. The teacher takes advantage of teachable moments when students challenge conventional solutions. The teacher acknowledges student participation that is out of the box. The teacher plans for and provides opportunities for the students to express themselves using open-ended models. Students identify similarities and differences when lessons call for such comparisons most of the time. Teacher requires students to respond to question that ask why and how. Teacher requires students to identify key concepts and underlying principles, evaluate sources of information, reflect, examine forms of argument, compare and contrast, generate and test hypotheses, debate different positions on issues, brain storm ideas, combine information in original ways, and may use rubrics to evaluate information or work product most of the time.	Students are rarely asked to go beyond a restatement of facts. Students are expected to mirror or mimic or re-create teacher responses.	Critical thinking is not evident either through teaching strategies or through student learning.

2.7	**Maximize Instructional Time**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher Students are never idle while waiting for the teacher (for example, during attendance) Students share responsibility for operations and routines and work well together to accomplish these tasks All students are on-task and follow instructions of teacher without much prompting Disruptive behaviors and off-task conversations are rare. When they occur, they are always addressed without major interruption to the lesson	Students arrive on-time and class starts on time Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher Students are only ever idle for brief periods of time (for example, during attendance) Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective Almost all students are on-task and follow instructions of teacher without much prompting Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson.	Some students may arrive late (unexcused) for class. Teacher may start class late Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed Students are sometimes idle for short periods (for example, during attendance) without anything to do Teacher may delegate lesson time inappropriately between parts of the lesson Significant prompting from the teacher is necessary for students to follow instructions and remain on-task Disruptive behaviors and off-task conversations sometimes occur. They may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	Students may frequently arrive late (unexcused). Teacher may frequently start class late 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 may be idle for significant periods of time Even with significant prompting, students frequently do not follow directions and are off-task Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson Classroom management is generally poor and wastes instructional time

2.7a.1	**Begins class promptly to the best of his/her ability considering special student or school circumstances**	Sponge activities are utilized. Advanced organizers are utilized. Learning centers are utilized. Transition activities are evident. Classroom routine is evident. Students are engaged in learning immediately upon entering the classroom.	Sponge activities/advanced organizers/learning centers are frequently utilized. Transitions are orderly. A class routine is evident.	Students enter the classroom with little idea of how the day will begin. Student down time with little learning is evident. The class routine requires more structure.	A class routine is not evident. Time off task is abundant. There is no use of sponge activities, advanced organizer or learning centers. Too much instructional time is unproductive.
2.7a.2	**Has the classroom and work ready for students**	Many planned meaningful changes/activities that are organized efficiently and relate to each other to maximize student learning are utilized. All materials, activities and instructional strategies are prepared and ready in advance of the lesson.	The lesson has an appropriate number of meaningful changes/activities that are organized efficiently and relate to each other to maximize student learning. Materials are organized and prepared in anticipation of the lesson, maximizing time on task.	Few changes/activities are evident. Many are not well-organized and mostly are not related to each other in a meaningful way. Some but not all of the materials for the lesson are organized and prepared in advance	The teacher utilizes no changes/activities while presenting a lesson. Materials for instruction are lacking or disarray. Students are mostly off-task.
2.7a.3	**Implements rules, discipline plan, procedures, and routines**	The teacher models and follows the school-wide discipline plan. Classroom rules are displayed, discussed, and followed by the students. The teacher handles discipline problems (except severe) within the classroom. Evidence of student mastery of routine is apparent. Students assume considerable responsibility for efficient classroom operation. Evidence of student development and ownership of class rules is apparent.	The teacher follows the school-wide discipline plan. Classroom rules are communicated to students and understood. The teacher handles discipline problems (except severe) within the classroom. A classroom routine is evident. Students assume some responsibility for an efficient classroom operation.	There is a lack of evidence of the teacher choosing to follow the school-wide discipline plan. Classroom rules are not consistently followed. The teacher handles few discipline problems within the classroom. A classroom routine is not evident. Few students assume responsibility for an efficient classroom operation. There is little or no student choice.	The teacher does not follow the school-wide discipline plan. Classroom rules are no evident. The teacher handles few if any discipline problems No classroom routine is evident. The students assume no ownership of the class. There is no student choice.

2.8	**Create Classroom Culture of Respect and Collaboration**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance Students reinforce positive character and behavior and discourage negative behavior amongst themselves	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 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	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	Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior 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
2.8a.1	**Creates climate conducive to learning**	Classroom is inviting, welcoming, a variety of resources are available, rules and expectations are evident. Examples of exemplary school work are on display. Evidence of a positive student-teacher interaction takes place. Provides positive reinforcement appropriately to the situation. Attempts to motivate students to achieve. Attempts to maintain appropriate positive relationships with students.	Multiple evidences of exemplary are in place, but not all. Provides positive reinforcement appropriately to the situation. Attempts to motivate students to achieve. Attempts to maintain appropriate positive relationships with students. Students are on task the vast majority of the time. Students make orderly transitions the vast majority of the time.	Classroom lacks evidence of student work. Rules and expectations, resources, and teacher-student interaction appears forced. Uses positive reinforcement on occasion but may reinforce negative behavior. Attempts to motivate students are sporadic. Fails to maintain positive relationships with some students. Students are off task on multiple occasions.	Seldom provides positive reinforcement. Seldom attempts to motivate student to achieve. May fail to maintain appropriate positive relationships with a number of students. Students frequently off task.

		Students are on task. Students make orderly transitions.			
2.8a.2	**Treats students equitably**	Teacher develops and maintains a classroom environment that is responsive and respectful of cultural, gender and economic backgrounds. The teacher calls on all students equitably. The teacher uses culturally diverse materials and allows students to share cultural heritage. Classroom activities and opportunities are not limited by socio-economics. Personal interaction on a relationship building level is evident. Behavioral standards are enforced consistently.	Teacher develops and maintains a classroom environment that is responsive and respectful. The teacher calls on the majority of students in an equitable manner. The teacher uses multiple materials and allows students to share their thoughts. Classroom activities are not limited by socio-economic or cultural differences. Behavioral standards are enforced consistently	The teacher may maintain a respectful classroom environment but it is not responsive to cultural, gender or economic differences. Certain students are called on more frequently than others and few students are called upon at all. Few materials are used to demonstrate cultural diversity. There are a limited number of classroom activities and opportunities. Behavioral standards are enforced inconsistently.	The classroom environment is not respectful of all or responsive to cultural, gender or economic differences. Inappropriate comments or responses by students do not illicit a teacher response. The use of culturally diverse materials is not existent. Few students are called upon if any. There are no activities or opportunities for students evident. Behavioral standard are not enforced or are enforced inconsistently.
2.8a.3	**Encourages positive social interaction**	The teacher utilizes peer mediation to solve conflicts. The teacher ensures students are working with a wide variety of students. The teacher has an expectation of positive social interactions.	Most exemplary descriptors of encouraging positive social interaction is evident but not all. Students treat teacher(s) with respect	Conflicts are solved by sending student elsewhere. Students are allowed to work with the same groups all the time. The teacher addresses negative actions inappropriately. Few expectations of student behavior are communicated. The teacher is reactive.	No conflict resolution is apparent. The teacher does not deal with student conflicts. The teacher refuse to participate in school projects and activities. Students frequently treat teacher disrespectfully.

		The teacher addresses negative actions. Student monitoring by the teacher is subtle and preventative. Students correct other students respectfully. The teacher promotes school projects and activities. The teacher models respectful social interaction among students and colleagues. Students treat teacher(s) with respect.		The teacher complains openly about participating in school projects. Students are allowed to talk disrespectfully without a response from the teacher. On multiple occasions students may treat teacher disrespectfully.	
2.9	**Set High Expectations for Academic Success**	*For level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* Students participate in forming academic goals for themselves and analyzing their progress Students demonstrate high academic expectations for themselves Student comments and actions demonstrate that they are excited about their work and understand why it is important	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 feel shy about asking questions or bad about answering incorrectly). Teacher celebrates and displays high quality academic work	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 for help when needed or give-up easily) Teacher may praise the academic work of some, but not others	Teacher rarely or never sets high expectations for student 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 discouraging comments from the teacher or peers Teacher rarely or never praises academic work or good behavior High quality work is rarely or never displayed in the classroom

				High quality work of a few, but not all students, may be displayed in the classroom	
2.9a.1.	**Selects objectives appropriate for the ability of the students**	Objectives address various learning needs of individual students and groups. Objectives allow varied pace of learning and student mastery. Some objectives are easy to obtain, some more difficult. Content consistent with grade level standards or is developmentally appropriate and relevant.	Objectives meet the needs of the majority. Content consistent with grade level standards or is developmentally appropriate and relevant.	Objectives are the same for all students. On multiple occasions content is inconsistent with grade level standards or is not developmentally appropriate and relevant.	Objectives are vague, non-existent, and not communicated. Frequently content inconsistent with grade level standards or is no developmentally appropriate and relevant.
2.9a.2	**Communicates expectations**	Instructional standards being taught that day are incorporated. The teacher always verbalizes instructional standards for the day, in appropriate level language. The teacher addresses behavioral standards for the classroom. The teacher communicates expectations to students and parents in a variety of ways throughout the school year.	Standards being taught are incorporated and verbalized to students. The teacher communicates classroom and behavioral expectations to students and parents. Expectations are high for learning and behavior. Students who do not complete homework demonstrate understanding of consequences. Students participate in conferencing.	Instructional standards are not consistently communicated to students. Behavioral standards are inconsistent and poorly communicated. High expectation for all students is not evident.	Instructional standards are never addressed or communicated. Classroom behavioral expectations are not evident. Communication between teacher and student and teacher and parents is non-existent.

		Expectations are consistently high for learning and behavior for all students. Students who do not complete homework demonstrate understanding of consequences. Students participate in conferencing.			

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Seek out leadership roles -Go above and beyond in making time for students and peers outside of class.	**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.	**Teacher will:** -Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** -Frequently make the time to help students and peers efficiently outside of class	Teacher rarely or never provides ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Go above and beyond in seeking out opportunities to collaborate -Coach peers through difficult situations -Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** -Seek out and participate in regular opportunities to work with and learn from others -Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** -Participate in occasional opportunities to work with and learn from others -Ask for assistance when needed **Teacher may *not*:** -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions	**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 practices	**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	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

3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Display commitment to the education of all students in the school -Make changes and take risks to ensure student success	**Teacher will:** -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement	**Teacher will:** -Display commitment to the education of most but not all his/her students	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course.

Core Professionalism Rubric

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

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

Special Education Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING
Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: Building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	**Teacher uses prior assessment data to formulate:** -Design of achievement goals, unit plans, AND lesson plans. *-use multiple assessments to determine PLOP*	**Teacher uses prior assessment data to formulate:** -Design of achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Plans an ambitious annual student achievement goal wherein every student makes typical or high growth	**Teacher develops an annual student achievement goal that is:** -Measurable; -Aligned to content standards; AND -Includes benchmarks to help monitor learning and inform interventions throughout the year *-needs defined in PLOP are aligned to goals*	**Teacher develops an annual student achievement goal that is:** -Measurable **The goal may *not*:** -Align to content standards; OR -Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes.
1.2a	**Selects objectives appropriate to the ability of the students**	Objectives address various learning needs of individual students and groups. Objectives allow varied pace of learning and student mastery. Some objectives are easy to obtain, some more difficult.	Objectives meet the needs of the majority.	Objectives are the same for all students.	Objectives are vague, nonexistent, and not communicated.
1.3	**Develop Standards-Based Unit Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) -Anticipates student reaction to content; allocation of time	**Based on achievement goals, teacher plans units by:** -Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning -Allocating an instructionally appropriate amount of time	**Based on achievement goals, teacher plans units by:** -Identifying content standards that students will master in each unit **Teacher may *not*:** -Create assessments before each unit begins for backwards planning	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

		per unit is flexible and/or reflects level of difficulty of each unit	for each unit *IEP goals aligned to state standards*	-Allocate an instructionally appropriate amount of time for each unit	
1.4	**Create Objective-Driven Lesson Plans and Assessments**	**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 informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** -Identifying lesson objectives that are aligned to state content standards. -Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives -Designing formative assessments that measure progress towards mastery and inform instruction *-instruction based on IEP GOALS* *-Evidence that the IEP is being implemented across all settings*	**Based on unit plan, teacher plans daily lessons by:** -Identifying lesson objectives that are aligned to state content standards -Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not*:** -Design assignments that are meaningful or relevant -Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.4a	**Selects instructional materials appropriate for level of objectives of the lesson, the level of the class, and the teaching methods.**	A wide variety of materials and resources are selected that support instructional objectives and engage all students in meaningful learning.	Materials and resources support instructional objectives and engage most of the students in meaningful learning.	Some materials and resources support instructional objectives and engage some of the students in meaningful learning.	Materials and resources are non-existent or do not support the instructional objectives or engage students in meaningful learning.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Uses daily checks for understanding for additional data points -Updates tracking system frequently -Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** -Recording student assessment/progress data -Analyzing student progress towards mastery and planning future lessons/units accordingly -Maintaining a grading system aligned to student learning goals *-Teacher monitors progress on goals* *-Services are implemented as identified in IEP*	**Teacher uses an effective data tracking system for:** -Recording student assessment/progress data -Maintaining a grading system **Teacher may *not*:** -Use data to analyze student progress towards mastery or to plan future lessons/units -Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system.

DOMAIN 2: EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Develop student understanding and mastery of lesson objectives**	***For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*** -Students can explain what they are learning and why it is important, beyond repeating the stated objective -Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.	-Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. -Objective is written in a student- friendly manner and/or explained to students in easy-to-understand terms. -Importance of the objective is explained so that students understand why they are learning what they are learning -Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students -Lesson is well-organized to move students towards mastery of the objective *-lesson plan that incorporates differentiated instruction for all levels of instruction/student needs* *-clearly identified objective* *-TOR identifies relationship between lesson and IEP goals.*	-Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable -Objective is stated, but not in a student- friendly manner that leads to understanding -Teacher attempts explanation of importance of objective, but students fail to understand -Lesson generally does not build on prior knowledge of students or students fail to make this connection -Organization of the lesson may not always be connected to mastery of the objective	-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. -There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. -Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. -There may be no effort to connect objective to prior knowledge of students -Lesson is disorganized and does not lead to mastery of objective.
2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*	-Teacher demonstrates content knowledge and delivers content that is factually correct.	-Teacher delivers content that is factually correct. -Content occasionally lacks clarity and is not as well	-Teacher may deliver content that is factually incorrect. -Explanations may be unclear or incoherent and fail to build

		-Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. -Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. -Explanations spark student excitement and interest in the content -Students participate in each other's learning of content through collaboration during the lesson. -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.	-Content is clear, concise and well- organized. -Teacher restates and rephrases instruction in multiple ways to increase understanding. -Teacher emphasizes key points or main ideas in content. -Teacher uses developmentally appropriate language and explanations. -Teacher implements relevant instructional strategies learned via professional development.	organized as it could be. -Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding. -Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. -Explanations sometimes lack developmentally appropriate language. -Teacher does not always implement new and improved instructional strategies learned via professional development.	student understanding of key concepts. -Teacher continues with planned instruction, even when it is obvious that students are not understanding content. -Teacher does not emphasize main ideas and students are often confused about content. -Teacher fails to use developmentally appropriate language.
2.2a	**Presents content of the lesson so it is understandable to students:**	A variety of methods, materials, strategies are being used to address different student needs. A variety of learning styles are being addressed. Flexible groupings are being utilized. Evidence of re-teaching is observable for students in need of it. Teacher uses aides or paras effectively with students. Audiovisuals are used effectively. Rubrics are used when called for by the instructional plan. Models	Some learning styles and student abilities are being addressed by the teacher. A variety of methods, materials, and strategies are being used. Some flexible groupings are being used. The teacher uses aides and paras effectively with students. There is evidence of re-teaching observable. Often models what is to be learned when appropriate. Provides appropriate directions 85% of the time.	There is little variety of methods, materials, and strategies being used. Content is presented to whole groups of students with little concern for student learning styles or differences. Aides and paras are used primarily in ways not involving students. Occasionally models what is to be learned when appropriate. Provides appropriate directions a majority of the time.	Content is presented from textbooks which serve as the sole method of instructional delivery. Various learning styles are not addressed. Aides and paras are not utilized and no re-teaching is apparent. Seldom uses rubrics. Seldom models what is to be learned. Provides appropriate directions a minority of the time.

		what is to be learned when appropriate. Assignments have appropriate directions. Learning requires some higher order of thinking.			
2.3	**Engage students in academic content**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following?* -Teacher provides ways to engage with content that significantly promotes student mastery of the objective -Teacher provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do -Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Teacher sustains the attention of the class by maintaining a dynamic presence -Ways of engaging with content reflect different learning modalities or intelligences -Students have the prerequisite skills and knowledge needed to benefit from whole-class activities -ELL and IEP students have the appropriate accommodations to be engaged in content -Students work hard and are deeply active rather than pass/receptive (See notes below for specific evidence of engagement). *-evidence of use of Peer Reviewed and/or Research based strategies*	-Fewer than ¾ of students are engaged in content and many are off-task -Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content -Teacher may miss opportunities to provide ways of differentiating content for student engagement -Some students may not have the prerequisite skills necessary to fully engage in content -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	-Fewer than ½ of students are engaged in content and many are off-task -Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content -Teacher does not differentiate instruction to target different learning modalities -Most students do not have the prerequisite skills necessary to fully engage in content -ELL and IEP students are not provided with the necessary accommodations to engage in content
2.3a	**Encourages productive engagement**	Homework assignments are on the board. The class agenda is posted for the day.	Homework assignments are on the board. The class agenda is posted. The teacher	Homework assignments and class agendas are inconsistently posted.	Few or none of the exemplary descriptors are evident. Seldom captures the

		Teacher addresses students that are nor engaged. The teacher provides a variety of activities and student choice in those activities. Activities are connected to standards. Down Time is used productively. The teacher provides resources to get students better organized. The teacher uses a variety of questioning/instructional strategies. The teacher provides on-going communication with home. Class begins promptly every day. Captures the interest of students. Students summarize and take notes appropriate to age and ability level. Students are asked to apply what they have learned, solve problems, and exhibit creativity.	addresses students that are not engaged. The teacher provides activities and some student choice. Activities are connected to standards. Student down time is at times used productively. The teacher uses some questioning and instructional strategies. The teacher encourages on-going communication with home. Captures the interest of students. Students summarize and take notes appropriate to age and ability level. Students are asked to apply what they have learned, solve problems, and exhibit creativity.	Students who are not engaged in learning are not consistently addressed by the teacher. Few activities and limited student choice is evident. Activities are connected to standards inconsistently. A large amount of student down time is evident. The teacher and students appear disorganized. Limited questioning/instructional strategies are evident. There is a limited communication with home. In a substantial number of lessons fails to capture the interest of students. Often students are not asked to apply what they know, solve problems, or exhibit creativity.	interest of students. Students frequently off task related to objective or standard. Students are seldom asked to apply what they have learned, solve problems, or exhibit creativity.
2.4	**Check for Understanding**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) -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) and gets an accurate "pulse" of the class's understanding. -Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly -Teacher uses a variety of methods to check for understanding -Teacher uses wait time effectively both after posing a question and before helping students think through a response	-Teacher sometimes checks for understanding of content, but misses several key moments -Teacher mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly -Teacher may not use a variety of methods to check for understanding, when doing so would be helpful -Teacher may not provide enough wait time after posing a question for students to think and respond before helping with	-Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson -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

			-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 objective(s) at the end of each lesson (usually via exit ticket) and diagnoses areas of student misunderstanding to drive subsequent lessons	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 assess student mastery at the end of the lesson, but may not use this information to drive subsequent lesson planning	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
2.4a	**Regularly assesses student progress:** **Checks for understanding** **Uses multiple individual and group assessments.** **Uses authentic assessments as appropriate.** **Provides timely feedback.** **Assesses accurately and efficiently.** **Assigns unguided practice as appropriate.** **Demonstrated learning objective(s) have been accomplished.** **Students have work to complete that is related to appropriate standards.** **Students are expected to complete homework.** **Students redo work.** **When used, follow rubrics to guide learning**	Routines are in place and consistently utilized to formally and informally check for student comprehension. There is evidence of re-teaching based on assessment results. Students are aware of their own progress. The teacher communicates student progress to the appropriate stakeholders. Formal Evaluation: Nine or more indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in nearly every case.	A variety of formal and informal assessments are utilized. There is evidence of re-teaching. There is evidence of communication to some appropriate stakeholder groups Formal Evaluation: Seven or more indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in the clear majority of cases.	There is little evidence of students being assessed for progress. The teacher provides formal assessments but rarely goes beyond a textbook provided assessment. There is no use of assessment information to drive instruction. Formal Evaluation: Five or more indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in a majority of cases.	There is little or no evidence of assessing student progress. Formal Evaluation: Four or fewer indicators are observed or evidence is provided. Walk Through: Observed or documentation is provided that practice conforms to expected indicators in a minority of cases.
2.5	**Modify Instruction as Needed**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher anticipates student misunderstandings and	-Teacher makes appropriate adjustments to instruction based on checks for understanding that lead to increased understanding for most students	-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	-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

		preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	-Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs -Teacher responds to misunderstandings with effective 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 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 may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	-Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding
2.5a.1	**Recognizes individual differences in students and adjusts practices accordingly**	Teacher demonstrates the use of pre-assessment data to form flexible instructional groups and plans and implements strategies to meet the varying learning needs. Teacher implements a wide variety of materials. Pace of instruction is appropriate to the goals of the lesson and to the needs of the students. Depth of content covered is appropriate. Provides appropriately for differing student abilities. Provides developmentally appropriate guided practice when appropriate. Homework is on grade level or at appropriate developmental level.	Pre-assessment of students is evident and is used to plan lessons to meet student needs. Varying learning needs of individual students or groups are taken into account by the use of a variety of instructional strategies and use of materials. Pace of instruction is appropriate to the goals of the lesson and to the needs of the students. Depth of content covered is appropriate. Provides appropriately for differing student abilities. Provides developmentally appropriate guided practice when appropriate. Homework is on grade level or at appropriate developmental level.	Pre-assessment of students is not evident or not used in a meaningful way to guide instruction. Flexible groupings and a variety of instructional strategies, if evident at all, are used only when meeting the needs of IEP's. All content standards may not be covered. Infrequently differentiates instruction. Opportunities for guided practice and expectations for homework are inconsistent.	No Pre-assessment is utilized by the teacher. No differentiation of instructional practices or groupings is evident even for those students with IEP's. Not all content standards are covered. Fail to provide differentiation of instruction often fails to provide guided practice or homework.
2.5a.2	**Utilizes ongoing assessments to modify lesson if necessary**	-The teacher uses both standardized and teacher-created curriculum based assessments. The teacher utilizes the results of TRC, STATE ASSESSMENT, NWEA, WIDA to drive instruction.	-The teacher gathers data from both standardized and teacher created assessments and utilizes the data to form instructional decisions and implement instructional practices.	-The teacher is aware of and gathers data but the data is not relevant or if relevant is not utilized to direct instruction. Instructional techniques used are not data-driven.	There is no acknowledgement or use of assessment data.

		-The teacher identifies specific skills that need remediation. The teacher uses that information for grouping.			
2.6	**Develop Higher Level of Understanding through Rigorous Instruction and Work**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Lesson is accessible and challenging to all students -Students are able to answer higher-level questions with meaningful responses -Teacher uses techniques that require a substantial number of students to respond. -Teacher uses wait time effectively. -Students pose higher-level questions to the teacher and to each other -Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great -Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or	-Lesson is accessible and challenging to almost all 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 -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 objective and to persist even when faced with difficult material	-Lesson is not always accessible or challenging for students -Some questions used may not be effective in developing higher-level understanding (too complex or confusing) -Teacher may not always use questioning as an effective tool to increase 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	-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. -Questions do not result in higher-level understanding for students -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 material

		enrichment assignments)			
2.6a.1	**Encourages critical thinking**	The teacher uses open-ended learning opportunities that prompt students to analyze, synthesize or evaluate information. The evaluator will see a variety of modalities such as class discussions, essays, journal writing, class projects, debates, response to literature, etc. Students identify similarities and differences when lessons call for such comparisons. Teacher requires students to respond to question that ask why and how. Teacher requires students to identify key concepts and underlying principles, evaluate sources of information, reflect, examine forms of argument, compare and contrast, generate and test hypotheses, debate different positions on issues, brain storm ideas, combine information in original ways, and may use rubrics to evaluate information or work product.	The teacher respects and responds to students input. The teacher takes advantage of teachable moments when students challenge conventional solutions. The teacher acknowledges student participation that is out of the box. The teacher plans for and provides opportunities for the students to express themselves using open-ended models. Students identify similarities and differences when lessons call for such comparisons most of the time. Teacher requires students to respond to question that ask why and how. Teacher requires students to identify key concepts and underlying principles, evaluate sources of information, reflect, examine forms of argument, compare and contrast, generate and test hypotheses, debate different positions on issues, brain storm ideas, combine information in original ways, and may use rubrics to evaluate information or work product most of the time.	Students are rarely asked to go beyond a restatement of facts. Students are expected to mirror or mimic or re-create teacher responses.	Critical thinking is not evident either through teaching strategies or through student learning.
2.7	**Maximize Instructional Time**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Routines, transitions, and procedures are well-	Students arrive on-time and class starts on time -Routines, transitions, and procedures are well-executed. Students know what they are supposed to	-Some students may arrive late (unexcused) for class. Teacher may start class late -Routines, transitions, and procedures are in place, but require significant teacher	-Students may frequently arrive late (unexcused). Teacher may frequently start class late -There are few or no evident routines or procedures in

		executed. Students know what they are supposed to be doing and when without prompting from the teacher -Students are never idle while waiting for the teacher (for example, during attendance) -Students share responsibility for operations and routines and work well together to accomplish these tasks -All students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare. When they occur, they are always addressed without major interruption to the lesson	be doing and when with minimal prompting from the teacher -Students are only ever idle for brief periods of time (for example, during attendance) -Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective -Almost all students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson. *-master schedule of service delivery* *-effectively manages instructional resources*	direction or prompting to be followed -Students are sometimes idle for short periods (for example, during attendance) without anything to do -Teacher may delegate lesson time inappropriately between parts of the lesson -Significant prompting from the teacher is necessary for students to follow instructions and remain on-task -Disruptive behaviors and off-task conversations sometimes occur. They may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	place. Students are unclear about what they should be doing and require significant direction from the teacher at all times -Students may be idle for significant periods of time -Even with significant prompting, students frequently do not follow directions and are off-task -Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson -Classroom management is generally poor and wastes instructional time
2.7.a.1	**Begins class promptly to the best of his/her ability considering special student or school circumstances**	Sponge activities are utilized. Advanced organizers are utilized. Learning centers are utilized. Transition activities are evident. Classroom routine is evident. Students are engaged in learning immediately upon entering the classroom.	Sponge activities/advanced organizers/learning centers are frequently utilized. Transitions are orderly. A class routine is evident.	Students enter the classroom with little idea of how the day will begin. Student down time with little learning is evident. The class routine requires more structure.	A class routine is not evident. Time off task is abundant. There is no use of sponge activities, advanced organizers or learning centers. Too much instructional time is unproductive.
2.7a.2	**Has the classroom and work ready for students**	Many planned meaningful changes/activities that are organized efficiently and relate to each other to maximize student learning are utilized. All materials, activities and instructional	The lesson has an appropriate number of meaningful changes/activities that are organized efficiently and relate to each other to maximize student learning. Materials are organized and	Few changes/activities are evident. Many are not well-organized and mostly are not related to each other in a meaningful way. Some but not all of the materials for the lesson are organized and	The teacher utilizes no changes/activities while presenting a lesson. Materials for instruction are lacking or in disarray. Students are mostly off-task.

		strategies are prepared and ready in advance of the lesson.	prepared in anticipation of the lesson, maximizing time on task.	prepared in advance.	
2.7a.3	**Implements rules, discipline plan, procedures, and routines**	The teacher models and follows the school-wide discipline plan. Classroom rules are displayed, discussed, and followed by the students. The teacher handles discipline problems (except severe) within the classroom. Evidence of student mastery of routine is apparent. Students assume considerable responsibility for efficient classroom operation. Evidence of student development and ownership of class rules is apparent.	The teacher follows the school-wide discipline plan. Classroom rules are communicated to students and understood. The teacher handles discipline problems (except severe) within the classroom. A classroom routine is evident. Students assume some responsibility for an efficient classroom operation.	There is a lack of evidence of the teacher choosing to follow the school-wide discipline plan. Classroom rules are not consistently followed. The teacher handles few discipline problems within the classroom. A classroom routine is not evident. Few students assume responsibility for an efficient classroom operation. There is little or no student choice.	The teacher does not follow the school- wide discipline plan. Classroom rules are not evident. The teacher handles few if any discipline problems. No classroom routine is evident. The students assume no ownership of the class. There is no student choice.
2.8	**Create Classroom Culture of Respect and Collaboration**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance -Students reinforce positive character and behavior and discourage negative behavior amongst themselves	-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 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 *-evidence of instruction on behavior goals across all settings* *-evidence of implementation of positive behavior management plan* *-environmental supports are*	-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	-Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior -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

			in place		
2.8a.1	**Creates climate conducive to learning**	Classroom is inviting, welcoming, a variety of resources are available, rules and expectations are evident. Examples of exemplary school work are on display. Evidence of a positive student-teacher interaction takes place. Provides positive reinforcement appropriately to the situation. Attempts to motivate students to achieve. Attempts to maintain appropriate positive relationships with students. Students are on task. Students make orderly transitions.	Multiple evidences of exemplary are in place, but not all. Provides positive reinforcement appropriately to the situation. Attempts to motivate students to achieve. Attempts to maintain appropriate positive relationships with students. Students are on task the vast majority of the time. Students make orderly transitions the vast majority of the time.	Classroom lacks evidence of student work. Rules and expectations, resources, and teacher-student interaction appears forced. Uses positive reinforcement on occasion but may reinforce negative behavior. Attempts to motivate students are sporadic. Fails to maintain positive relationships with some students. Students are off task on multiple occasions.	Seldom provides positive reinforcement. Seldom attempts to motivate students to achieve. May fail to maintain appropriate positive relationships with a number of students. Students frequently off task.
2.8a.2	**Treats students equitably**	Teacher develops and maintains a classroom environment that is responsive and respectful of cultural, gender and economic backgrounds. The teacher calls on all students equitably. The teacher uses culturally diverse materials and allows students to share cultural heritage. Classroom activities and opportunities are not limited by socio-economics. Personal interaction on a relationship building level is evident. Behavioral standards are enforced consistently.	Teacher develops and maintains a classroom environment that is responsive and respectful. The teacher calls on the majority of students in an equitable manner. The teacher uses multiple materials and allows students to share their thoughts. Classroom activities are not limited by socio-economic or cultural differences. Behavioral standards are enforced consistently	The teacher may maintain a respectful classroom environment but it is not responsive to cultural, gender or economic differences. Certain students are called on more frequently than others and few students are called upon at all. Few materials are used to demonstrate cultural diversity. There are a limited number of classroom activities and opportunities. Behavioral standards are enforced inconsistently.	The classroom environment is not respectful of all or responsive to cultural, gender or economic differences. Inappropriate comments or responses by students do not illicit a teacher response. The use of culturally diverse materials is not existent. Few students are called upon if any. There are no activities or opportunities for students evident. Behavioral standards are not enforced or are enforced inconsistently.
2.8a.3	**Encourages positive social interaction**	-The teacher utilizes peer mediation to solve conflicts. -The teacher ensures students are working with a wide variety of students. -The teacher has an expectation of positive social interactions.	Most exemplary descriptors of encouraging positive social interaction is evident but not all. Students treat teacher(s) with respect.	Conflicts are solved by sending student elsewhere. Students are allowed to work with the same groups all the time. The teacher addresses negative actions inappropriately. Few	No conflict resolution is apparent. The teacher does not deal with student conflicts. The teacher refuses to participate in school projects and activities. Students frequently treat

		-The teacher addresses negative actions. -Student monitoring by the teacher is subtle and preventative. -Students correct other students respectfully. -The teacher promotes school projects and activities. -The teacher models respectful social interaction among students and colleagues. - Students treat teacher(s) with respect		expectations of student behavior are communicated. The teacher is reactive. The teacher complains openly about participating in school projects. Students are allowed to talk disrespectfully without a response from the teacher. On multiple occasions students may treat teacher disrespectfully.	teacher disrespectfully.
2.9	**Set High Expectations for Academic Success**	*For level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Students participate in forming academic goals for themselves and analyzing their progress -Students demonstrate high academic expectations for themselves -Student comments and actions demonstrate that they are excited about their work and understand why it is important	-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 feel shy about asking questions or bad about answering incorrectly). -Teacher celebrates and displays high quality academic work	-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 for help when needed or give-up easily) -Teacher may praise the academic work of some, but not others -High quality work of a few, but not all students, may be displayed in the classroom	-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 discouraging comments from the teacher or peers -Teacher rarely or never praises academic work or good behavior -High quality work is rarely or never displayed in the classroom
2.9a.1.	**Selects objectives appropriate for the ability of the students**	Objectives address various learning needs of individual students and groups. Objectives allow varied pace of learning and student mastery. Some objectives are easy to obtain, some more	Objectives meet the needs of the majority. Content consistent with grade level standards or is developmentally appropriate and relevant.	Objectives are the same for all students. On multiple occasions content is inconsistent with grade level standards or is not developmentally appropriate	Objectives are vague, non-existent, and not communicated. Frequently content inconsistent with grade level standards or is not developmentally

		difficult. Content consistent with grade level standards or is developmentally appropriate and relevant.		and relevant.	appropriate and relevant.
2.9a.2	**Communicates expectations**	Instructional standards being taught that day are incorporated. The teacher verbalizes instructional standards for the day. The teacher addresses behavioral standards for the classroom. The teacher communicates expectations to students and parents in a variety of ways throughout the school year. Expectations are consistently high for learning and behavior for all students. Students who do not complete homework demonstrate understanding of consequences. Students participate in conferencing.	Standards being taught are incorporated and verbalized to students. The teacher communicates classroom and behavioral expectations to students and parents. Expectations are high for learning and behavior. Students who do not complete homework demonstrate understanding of consequences. Students participate in conferencing.	Instructional standards are not consistently communicated to students. Behavioral standards are inconsistent and poorly communicated. High expectation for all students is not evident.	Instructional standards are never addressed or communicated. Classroom behavioral expectations are not evident. Communication between teacher and students and teacher and parents is non- existent.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to School Culture**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Seek out leadership roles -Go above and beyond in making time for students and peers outside of class.	**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.	**Teacher will:** -Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** -Frequently make the time to help students and peers efficiently outside of class	Teacher rarely or never provides ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Go above and beyond in seeking out opportunities to collaborate -Coach peers through difficult situations -Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** -Seek out and participate in regular opportunities to work with and learn from others -Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** -Participate in occasional opportunities to work with and learn from others -Ask for assistance when needed **Teacher may *not*:** -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions	**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 practices	**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	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
3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Display commitment to the education of all students in the school	**Teacher will:** -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement	**Teacher will:** -Display commitment to the education of most but not all his/her students	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course.

		-Make changes and take risks to ensure student success	*- Appropriate GenEd teachers have copies of IEP's*		

Core Professionalism Rubric

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

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

RISE Librarian Effectiveness Rubric

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Demonstrating knowledge of literature and current trends in library practice and information technology**	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in Information technology. Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. Librarian reads journals to learn about current trends.	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
Notes 1:1 1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences, and webinars, professional contacts with authors or other library professionals 2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefits for the library.					
1.2	**Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served.**	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. The goal for the program is communicated with	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. The goal for the program is communicated with appropriate stakeholders.	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. The goal for the program is established by not communicating with appropriate stakeholders.	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.

		appropriate stakeholders with regular assessments to determine if goal is being met.			
1.3	**Demonstrating knowledge of resources, both within and beyond the school and district**	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
Notes 1.3 1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students					
1.4	**Developing and implementing a plan to evaluate the library program.**	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.					
1.5	**Establishing a culture for investigation and love of literature.**	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	**Establishing and**	Library routines and	Library routines and	Library routines and	Library routines and

	maintaining library procedures.	procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library_ are either non-existent or inefficient, resulting in general confusion.
1.7	**Organize physical space to enable smooth flow**	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.					
1.8	**Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations.**	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.					

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Creating an environment conducive to learning**	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students'
2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. -Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. -Explanations spark student excitement and interest in the content. -Students participate in each other's learning of	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. Content is clear, concise and well-organized. -Librarian restates and rephrases instruction in multiple ways to increase understanding. -Librarian emphasizes key points or main ideas in content. -Librarian uses developmentally appropriate language and	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct. Content occasionally lacks clarity and is not as well organized as it could be -Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding. -Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. -Explanations sometimes	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. -Librarian may deliver content that is factually incorrect. -Explanations may be unclear or incoherent and fail to build student understanding of key concepts. -Librarian continues with planned instruction, even when it is obvious that students do not understand content. -Librarian does not emphasize main ideas, and students are often

		content through collaboration during the lesson -Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.	explanations. -Librarian implements relevant instructional strategies learned via professional development.	lack developmentally appropriate language. -Librarian does not always implement new and improved instructional strategies learned via professional development.	confused about content. -Librarian fails to use developmentally appropriate language.
2.3	**Engage Students in Academic Content**	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: -Librarian provides ways to engage with content that significantly promotes student mastery of the objective. -Librarian provides differentiated ways of engaging with content specific to individual student needs. -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. -Librarian effectively integrates technology as a tool to engage students in academic content.	More than ¾ of students are actively engaged in content at all times and not off task. -Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. -Librarian sustains the attention of the class by maintaining a dynamic presence. -Ways of engaging with content reflect different learning modalities or intelligences. -Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. -ELL and IEP students have the appropriate accommodations to be engaged in content. -Students work hard and are deeply active rather than passive/receptive.	-Less than ¾ of students are engaged in content and many are off-task. -Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content. -Librarian may miss opportunities to provide ways of differentiating content for student engagement. -Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective. -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.	-Less ½ of students are engaged in content and many are off-task. -Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. -Librarian does not differentiate instruction to target different learning modalities. -Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students. -ELL and IEP students are not provided with the necessary accommodations to engage in content.
2.4	**Check for Understanding**	For Level 4, all of the evidence listed under	-Librarian checks for understanding at almost	-Librarian sometimes checks for understanding	-Librarian rarely or never checks for understanding

		Level 3 Is present, as well as some of the following: -Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking accepts only high quality student responses (those that reveal understanding or lack thereof) -Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.	all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding. -Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly. -Librarian uses a variety of methods to check for understanding. -Librarian uses wait time effectively both after posing a question and before helping student think through a response. -Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. -Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments	of content, but misses several key moments. -Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly. -Librarian may not use a variety of methods to check for understanding when doing so would be helpful. -Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content. -Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students. -Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.	of content, or misses nearly all key moments. -Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore does not .gain enough information to modify the lesson. -Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. -Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students -Librarian rarely or never assesses for mastery at the end of the lesson.
2.5	**Modify Instruction as Needed**	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under	School librarian is effective at modifying instruction as needed. -Librarian makes adjustments to instruction	School librarian needs improvement at modifying instruction as needed. -Librarian may attempt to make adjustments based	School librarian is ineffective at modifying instruction as needed. -Librarian rarely or never attempts to adjust

		Level 3 is present, as well as some of the following: -Librarian anticipates student misunderstandings and preemptively addresses them. -Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	based on checks for understanding that lead to increased understanding for most students. -Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. -Librarian responds to misunderstandings with effective scaffolding techniques. -Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	on checks for understanding, but these attempts may be misguided and may not increase understanding for all students. -Librarian may primarily respond to misunderstandings by using teacher=driven scaffolding techniques (for example, re-explaining a concept)), when student=driven techniques could have been more effective. -Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students. -Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques. -Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding.
2.6	**Maximize Instructional Time**	For Level 4, all of the evidence listed under Level 3 is present, as well as the following: -All students are on task and following instructions of Librarian without much prompting	-Routines, transitions, and procedures are well executed. -Almost all students are on-task and follow instructions of librarian without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.	-Routines, transitions, and procedures are in place. -Significant prompting from the librarian is necessary for students to follow instructions and remain on-task. -Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem.	-There are few or no evident routines or procedures in place. -Even with significant prompting, students frequently do not follow directions and are off-task. -Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson. -Classroom management is generally poor and wastes instructional time.

2.7	**Assisting students in the use of technology in the Media Center**	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
2.8	**Collaborating with teachers in the design of instructional units and lessons**	School librarian initiates collaboration with classroom teachers in the design	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.
2.9	**Engaging students in enjoying literature and in learning multiple literacy skills**	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of your design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: Leadership
Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Contribute to school culture**	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
3.2	**Collaborate with Peers**	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
3.3	**Establishing, evaluating, andmaintaining library procedures in regards to staffing, student or parent volunteers.**	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures	Library assistants, students, or parent/community volunteers are clear as to their rules.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.
3.4	**Advocate for Student Success**	School librarian will display commitment to the education of the students in the school, not just his/her own	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy	School librarian will display commitment to the education of his/her students. School librarian will not advocate for	School librarian rarely or never displays commitment to the education of his/her students. Librarian

		students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	obstacles around student achievement and will advocate for students' individualized needs.	students' needs	accepts failure as par for the course and does not advocate for students' 'needs.
3.5	**Preparing and submitting reports and budgets**	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows Established procedures, inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures, inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures, inventories and reports are routinely late.
3.6	**Communicating with the larger community**	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	**Participating in a professional community**	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
3.8	**Seek professional skills and knowledge**	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to

		such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	applicable. Constructive feedback to improve practices is welcomed.		improve teaching and learning.

Core Professionalism Rubric

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

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

LSC
RISE School Psychologist Effectiveness Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY: School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Utilizes appropriate assessment and data collection methods**	School Psychologist fulfills the criteria for Level 3 and additionally -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.	School Psychologist uses assessment and data collection methods that are -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose.	School Psychologist uses assessment and data collection methods that are -Appropriate for the student, and -Administered, scored, and interpreted correctly But are -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.
1.2	**Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.**	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school level teams (e.g., school improvement team, intervention team, etc.), -Conducts a needs assessment to guide the development and delivery of school-wide programs,	School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include -Collects, or assists with collection, of student data to inform core curriculum and instructional practices,	School Psychologist is -Responsive to opportunities to contribute to school-wide assessment practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding school-wide practices.	School Psychologist -Lacks knowledge about school wide assessment and data- based decision making practices, -Lacks knowledge about the collection and use of school- wide data, and/or -Fails to take advantage of opportunities to engage in school-wide assessment practices.

		-Conducts evaluation of school- wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.	-Researches and helps select assessments for universal screening, -Summarizes universal screening and/or benchmarking data, -Applies data to curricular decisions and/or instructional practices.		
1.3	**Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains**	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes universal screening benchmarking and/or -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.	School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	School Psychologist -Lacks knowledge about data- based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.

1.4	**Conducts special education evaluations to inform eligibility, service, and programming decisions.**	School Psychologist fulfills the criteria for Level 3 and additionally: -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.	School Psychologist conducts evaluations that are: -Completed by compliance due dates, -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are: -Completed by compliance due dates, -Compliant with minimum requirements of Article 7 But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.	School Psychologist conducts evaluations that are: -Completed past the compliance due dates, -Not compliant with Article 7, and/or -Inappropriate for the student being evaluated
1.5	**Utilizes technology as part of data-based decision making practices.**	School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, .	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	School Psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is **insufficient** to meet expectations of role/school(s).	School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS: School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.**	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school level teams (e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.	School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities.	School Psychologist is -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are **insufficient** to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.	School Psychologist -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.

2.2	**Contributes to intervention practices for academic, social-emotional, and behavioral domains.**	School Psychologist fulfills the criteria for Level 3 and additionally: -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or	School Psychologist is -Responsive to opportunities to contribute to intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding intervention practices.	School Psychologist -Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning.

			-Assists in the collection of information about implementation integrity.		
2.3	**Contributes to crisis response and intervention practices.**	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.	School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.	School Psychologist -Lacks knowledge about crisis response and intervention practices. - Fails to take advantage of opportunities to engage in continued professional growth and learning
2.4	**Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.**	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues	School Psychologist -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of	School Psychologist -Is involved in continued professional growth regarding student diversity and academic, social- emotional, and behavioral outcomes But practices -Demonstrate limited application of this knowledge to	School Psychologist -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.

		regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.	the role and school(s) population.	instructional practices and programming/service delivery.	- Fails to take advantage of opportunities to engage in continued professional growth and learning.

DOMAIN 3: CONSULTATION AND COLLABORATION TO SUPPORT INSTRUCTION School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Engages in consultation and collaboration to support instruction**	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.	School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s). Example activities include - Assists teachers with identifying concerns to target through intervention practices, -Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc., -Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or -Utilizes facilitation and conflict resolution skills and strategies.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices -Demonstrate limited application of knowledge and skills to expected roles and responsibilities.	School Psychologist -Lacks knowledge and skills about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.

3.2	**Engages in consultation and collaboration with parents and families.**	-Applies knowledge in innovative ways to assist students and families. - Conducts and/or assists with parent education sessions and trainings	-Clearly explains assessment data and intervention strategies, -Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities	School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or - Fails to take advantage of opportunities to engage in continued professional growth and learning.
3.3	**Engages in consultation and collaboration with community agencies and providers.**	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers	School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include -Contacts community providers to obtain information needed for instructional programming, -Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services,	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities	School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.

			-Communicates with community providers in a clear and ethical manner.		
3.4	**Seeks professional growth and learning opportunities to advance own knowledge and skill**	School Psychologist fulfills the criteria for Level 3 and additionally: -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff, and	School Psychologists -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events.	School Psychologist -Attends mandatory professional learning events But does not -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events.	School Psychologist -Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning
3.5	**Contributes to School , District, and/or Profession of School Psychology**	School Psychologist fulfills the criteria for Level 3 and additionally -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns.	School Psychologist -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Dedicates time for extracurricular activities and seeks such opportunities, -Maintains membership in professional organizations	School Psychologist -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) But does not -Initiate involvement in such activities.	School Psychologist -Rarely or never contributes ideas to improve school, district, or cooperative efforts, -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional

			and participates in sponsored activities.		practice of school psychologists.
3.6	**Advocates for student success**	School Psychologist fulfills the criteria for Level 3 and additionally -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.	School Psychologist -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner	School Psychologist -Demonstrates a concern about student failure or lack of progress But does not -Advocate for student needs.	School Psychologist -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.

Core Professionalism Rubric

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

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

LSC

RISE Adaptive PE/OT/PT/ACC Effectiveness Rubric

Domain 1: Planning and Preparation for Learning

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Knowledge**	Is an expert in how students learn as well as in the characteristics and impact of disabilities.	Has a good grasp of how students learn as well as of the characteristics and impact of disabilities.	Is somewhat familiar with how students learn as well as with the characteristics and impact of disabilities.	Has little familiarity with how students learn or with the characteristics and impact of disabilities.
1.2	**Long term planning**	Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments, addresses the developmental levels of all students and all levels of thinking.	Plans the year so students will meet state and district standards and assessments, considers different levels of thinking.	Plans lesson by lesson and has little familiarity with state standards and assessments.	Plans lessons in the moment with no familiarity with state standards and assessments.
1.3	**Lessons**	Designs individual and group lessons with clear, measurable goals closely aligned with state and district standards, unit outcomes and IEPs.	Designs individual and group lessons with measurable outcomes aligned with state standards, unit goals and IEPs.	Plans lessons with only unit goals and IEPs in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
1.4	**Differentiation**	Designs lessons that consider all student learning needs, goals, styles, and interests.	Designs lessons that consider most student learning needs, goals, styles, and interests.	Designs lessons that only consider some student learning needs, goals, styles, or interests.	Designs lessons that do not consider student learning needs, goals, styles, or interests.
1.5	**Engagement**	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.	Designs relevant lessons that promote student ownership of content.	Plans lessons that may engage some student interest, but may not support student investment in content.	Plans lessons with little likelihood of engaging or involving students.
1.6	**Anticipation**	Anticipates misconceptions students	Anticipates misconceptions and	Considers one or two ways students might	Proceeds without considering

		are likely to face and plans how to overcome them.	confusion students are likely to face.	become confused with the content.	misconceptions students might have about the material.
1.7	**Assessments**	Prepares diagnostic, formative and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Creates unit assessment only as instruction proceeds.	Drafts final assessments shortly before they are given.
1.8	**Organizing**	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
1.9	**Environment**	Maximizes room arrangement to enhance learning objectives and student performance	Organizes room to support enhanced learning objectives and student performance.	Somewhat organizes room, but without enhancing learning objectives and/or student performance.	Has little or no organization of room, which detracts from learning objectives and student performance.

Domain 2: Classroom Management

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Relationships**	Shows appropriate respect, empathy, and fairness to each student and builds strong relationships.	Is fair and respectful towards each student and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students, plays favorites.
2.2	**Climate**	Creates a climate that fosters self- and peer-monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the classroom.	Does not create a productive learning environment; the classroom is frequently chaotic and sometimes dangerous.
2.3	**Social-emotional**	Successfully develops social- emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
2.4	**Student responsibility**	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries, but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self-discipline and sense of responsibility for their actions.
2.5	**Anticipation**	Anticipates, prevents, and responds to situations that may develop into behavior issues.	Proactively considers and responds to situations that may develop into behavior issues.	Does not anticipate behavior issues, but attempts to address issues as they arise.	Does not consider – and may contribute to – behavior issues that may arise.
2.6	**Discipline repertoire**	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline "moves" and implements them as needed.	Hass a limited disciplinary repertoire and may struggle with implementation.	Has few discipline "moves" and constantly struggles with implementation.

2.7	**Efficiency**	Maximizes academic learningtime through effective routinesand smoothtransitions.	Effectively utilizes academic learning time throughclear routines and transitions.	Sometimes loses teaching time due to inconsistent routines and/or inefficient transitions.	Loses instructional time because of confusion, interruptions, andpoorly executedtransitions.
Domain 2: Delivery of Instruction					
2.8	**Learning Expectation**	Conveys high learning expectations and convinces all students that they will masterthe material.	Sets high learning expectationsand encourages students to masterthe material.	Sets minimal expectations for learning and skills.	Has no learning expectations and givesup on some students.
2.9	**Effort-Based**	Encourages students to be risk-takers, learn from their mistakes and believe thatthrough effective effort, they will learn and improve their skills.	Guides students to learn fromtheir mistakes and believe thatthrough effective effort, they will learnand improve their skills.	Corrects students when they make mistakes, but does not guide learning fromerrors.	Does not see mistakes as a learningtool; students do not feel comfortable taking risks.
2.10	**Framing**	Uses essential questions, goal, lesson objectives, examples, and other strategiesto give students s clear sense ofpurpose.	Communicates lesson objectivesto give students a clear sense of purpose.	Attempts to communicate the main learning objectives of each lesson to students.	Begins lessons without giving studentsa sense of where instruction is headed.
2.11	**Connections**	Makes meaningful connections to students' prior knowledge, experience andreadings.	Activates students' prior knowledge, experience and readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences and/orreadings.
2.12	**Clarity of Instruction**	Presents material clearly and explicitly, using accurate, relevant examples.	Uses clear explanations andaccurate examples to present material.	Attempts to provide explanations and/or examples, but some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
2.13	**Repertoire**	Utilizes a variety of highly effectiveteaching strategies, questions, materials, grouping	Uses teaching strategies, questions, materials, grouping practices, and	Uses a limited range of teaching strategies, questions, materials,	Uses only one or two teachingstrategies, technologies, and types of

		practices, and technologies to foster student learning.	technologies to support student learning.	grouping practices, and technologies.	questions and/or materials.
2.14	**Specialized Instruction**	Skillfully meets the learning needs and styles of all students by using a variety of strategies.	Effectively meets the learning needs and styles of most students.	Attempts to meet the learning needs and styles of students, with mixed success.	Does not attempt to meet the learning needs and styles of students.
2.15	**Responding to confusion (nimbleness)**	Deftly exploits teachable moments and corrects misunderstandings. Is skilled at assessing student confusion and its sources and responding in individually appropriate ways.	Is flexible to take advantage of teachable moments and correct misunderstandings. Realizes when students are confused and responds in appropriate ways.	Is focused on implementing plans and sometimes misses teachable moments. Does not consistently realize when students are confused, or may not respond in an effective way.	Is rigid and inflexible with plans and rarely takes advantage of teachable moments. Does not realize when students are confused, or does not respond in an effective way.
2.16	**Centralization of skills**	Consistently provides activities and strategies that will generalize skills to classroom and other settings.	Usually provides activities and strategies that will generalize skills in classroom and other settings.	Sometimes provides activities and strategies that will generalize skills to classroom and other settings.	Does not provide activities or strategies that will generalize skills to classroom or other settings.
2.17	**Homework***	Assign meaningful homework and provides rich and timely feedback.	Assign appropriate homework and gives feedback.	Assigns homework, but rarely follows up	Assigns homework, but does not follow-up, or does not assign homework.
Special Education Services/Instructional Need for Students					
2.18	**Knowledge and Compliance**	Demonstrates extensive knowledge of special education laws and procedures. Fully understands and complies with all procedural timelines and safeguards.	Demonstrates thorough knowledge of special education laws and procedures. Faithfully adheres to all procedural timelines and safeguards.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation, does not always follow established timelines and safeguards.	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.

2.19	**Written Consent**	Prepares forms for parents to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Corrects students when they make mistakes, but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
2.20	**TEAM Meetings**	If Chair, effectively follows state mandated guidelines for annual reviews. If participant, contributes in a meaningful and concise way to annual review meetings.	If Chair, follows state mandated guidelines for annual reviews. If participant, adequately contributes to annual review meetings.	If Chair, may not follow state mandated guidelines for annual reviews. If participant, may make unfocused or irrelevant contributions to annual review meetings.	If Chair, does not follow state mandated guidelines for annual reviews. If participant, does not contribute, or makes irrelevant contributions to, annual review meetings.
2.21	**Responding to Referrals**	Proactively responds to referrals and makes highly competent assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals and makes adequate assessments of student needs by choosing suitable assessment procedures to address referral questions.	Responds to referrals when pressed but complete inadequate assessments of student needs.	Fails to respond to referrals, or makes hasty assessments of student needs.
2.22	**Written reports**	Writes clear, detailed and accurate reports; analysis, conclusions and recommendations are valuable.	Writes accurate reports, analysis, conclusions and recommendations are appropriate.	Writes accurate reports that lack specificity, analysis, conclusions, and recommendations are not always appropriate.	Writes reports that are inaccurate, or that include inappropriate analysis, conclusions, and recommendations.
2.23	**IEP Writing**	Creates well-written, thorough and concise IEPs that include appropriate and meaningful recommendations to uniquely address student needs.	Creates accurate, well-written IEPs that include appropriate recommendations.	Creates IEPs that are not always thorough, may be poorly written or are unnecessarily long, recommendations are somewhat appropriate.	Creates IEPs that are not thorough, are poorly written and include inappropriate recommendations.

2.24	**Integrating IEP goals**	Is fully aware of entire IEP and incorporates skills, goals, and strategies from other disciplines for a coordinated approach.	Is aware of entire IEP and sometimes incorporates skills from other disciplines.	Is aware of some parts of IEP and incorporates skills from other disciplines when required or convenient.	Is not aware of entire IEP and does not incorporate skills from other disciplines even when required.
2.25	**Monitoring progress**	Comprehensively and effectively measures progress towards IEP goals and objectives, and provides substantial feedback to students and parents.	Measures progress towards IEP goals and objectives, and provides feedback to students and parents.	Attempts to measure progress towards IEP goals and objectives, but may not be effective in monitoring or may not communicate progress effectively to students and parents.	Does not measure progress towards IEP goals and objectives, and/or does not communicate progress to students or parents.
2.26	**Assistive technology**	Vigilantly ensures that assistive technologies required by IEP are being used, maintained, and monitored correctly. Is skilled in using assistive technology.	Often checks to see that assistive technologies are being used maintained and monitored correctly. Is effective at using assistive technology.	Does not always check to see that assistive technologies are being used, maintained and monitored correctly. Is aware of assistive technology, but may not be skilled in using it.	Does not check to see that assistive technologies are being used, maintained or monitored correctly. Is unaware of assistive technology or is not skilled in using it.

Domain 3:
Family and Community Outreach/Leadership

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Respect**	Communicates respectfully and proactively with parents, is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents, is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
3.2	**Expectations**	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	Gives parents clear expectations for student learning and behavior and demonstrates belief that students will reach standards.	Sends home a syllabus and list of classroom rules for learning and/or behavior.	Does not communicate learning or behavior expectations to parents.
3.3	**Communicating with families**	Promptly and frequently informs all parents, even those who are hard to reach, of positive news about their children, and immediately flags any problems.	Updates parents on good news and promptly informs parents of behavior and learning problems, attempts to contact hard-to-reach parents.	Updates easy-to-reach parents about behavior and learning problems, but rarely mentions positive news.	Makes little or no effort to contact parents with news about their child.
3.4	**Responsiveness to parent concerns**	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
3.5	**Reporting**	Through conferences, report cards and informal communication, provides detailed and helpful feedback to parents about student progress.	Through conferences, report cards and informal communication, provides helpful feedback to parents about student progress.	Relies primarily on report cards and conferences to communicate with parents and provide feedback about student progress.	Gives out report cards and conducts conferences as required, but does not communicate effectively to parents about student progress.
3.6	**Reflecting on practice**	Is highly accurate and perceptive in his/her reflections, citing specific	Provides accurate and objective reflection of practice, citing specific	Is moderately accurate and objective in reflection of practice without citing	Does not reflect on practice, or the reflections

		examples of what were not successful for at least some students. Draws on extensive repertoire to suggest alternative strategies.	positive and negative characteristics. Makes some specific suggestions as to how his/her practice might be improved.	specific examples, and with only global suggestions as to how it might be improved.	are inaccurate or self-serving.
3.7	**Professional Development**	Actively pursues professional development opportunities and makes substantial contribution to the profession.	Seeks out opportunities for professional development based on an individual assessment of need.	Participation in professional development activities is limited to those that are convenient or required.	Does not participate in professional development activities, even when such activities are clearly needed for the development of skills.
3.8	**Flexibility**	Easily adapts to changes in schedules, case load, and special education issues as needed with ease...	Is able to adapt to changes in schedules, case, load, and special education issues as needed.	Has difficulty adapting to changes in schedules, case load, and special education issues.	Is unable to adapt to changes in schedule, case load, and special education issues.

Core Professionalism Rubric

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

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

LSC

RISE Autism Consultant, Diagnostician, Transition Coordinator Effectiveness Rubric

Domain 1: FAMILY AND COMMUNITY OUTREACH/Planning

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Respect**	Communicates respectfully and proactively with parents, is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents, is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
1.2	**Belief**	Gives parents clear, accessible expectations for student learning and behavior, and demonstrates a strong belief that students will meet or exceed standards.	Give parents clear expectations for student learning and behavior, and demonstrates belief that students will reach standards.	Sends home a syllabus and list of classroom rules for learning and/or behavior	Does not communicate learning or behavior expectations to parents.
1.3	**Communicating with families**	Secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Reaches out to families of students to enhance trust, including those who are hard to reach.	Communicates with families to secure necessary permissions and does so in a manner sensitive to cultural and linguistic traditions.	Is partially successful in communicating with families, obtains permissions, but there are occasional insensitivities to cultural and linguistic traditions.	Fails to secure necessary permissions for evaluations, or communicates in an insensitive manner...
1.4	**Sharing progress with families**	Make sure parents hear positive news about students first and immediately flags any problems. In conferences, meetings, and informal talks, gives parents appropriately detailed and helpful feedback on student progress.	Promptly informs parents of behavior and learning problems and updates parents on good news. Uses conferences and meetings to give parents feedback on student progress...	Lets parents know about problem areas their children are having, but rarely mentions positive news. Does not consistently discuss student progress.	Fails to communicate with families or communicates in an insensitive manner. In conferences, provides information that is not appropriate.

1.5	**Responsiveness**	Deals Immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
1.6	**Release of information**	Always secures necessary permission to communicate with other providers outside of schools.	Secures necessary permission to communicate with other providers outside of schools.	Sometimes secures necessary permission to communicate with other providers outside of schools.	Does not secure necessary permission to communicate with other providers outside of schools.
1.7	**Community mental health**	Maintains ongoing contact with physicians and community mental health service providers, and initiates contact when needed.	Maintains ongoing contact with physicians and community mental health service providers.	Contacts physicians and community mental health service providers only when necessary	Declines to maintain contact with physicians and community mental health service providers.

Domain 2 CONSULTATION

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Responding to referrals**	Consults frequently and/or in a timely manner with colleagues, contributing own insights and tailoring intervention to the presenting issues. Anticipates problems and consults before problem arises.	Consults frequently and/or in a timely manner with colleagues, and tailors intervention to the presenting issues.	Consults on sporadic basis with colleagues. Sometimes makes successful attempts to tailor intervention to the presenting issues. May not respond in a timely manner.	Fails to consult with colleagues or to tailor intervention to the presenting issues.
2.2	**Staff and parent consultations**	Consistently provides plans that can be implemented by teacher, administrator, and/or parent. Consistently follows up with teacher, administrator, and/or parent on implementation and outcomes.	Often provides plans that can be implemented by teacher, administrator and/or parent. Often follow up with teacher, administrator and/or parent on implementation and outcomes.	Sometimes provides plans that can be implemented by teacher, administrator and/or parent. Sometimes follow up with teacher, administrator, and/or parent on implementation and outcomes.	Does not provide plans that can be implemented by teacher, administrator, or parent. Does not follow up with teacher, administrator of parent on implementation and outcomes.
2.3	**Prevention**	Consistently develops or participates in prevention program when needed.	Often develops or participates in prevention program when needed.	Sometimes develops or participates in prevention program when needed.	Does not develop or participate in prevention program even when needed.
2.4	**Communication**	Effectively and consistently communicates with staff, administrators or parents in a clear and efficient manner.	Communicates with staff, administrators or parents in a clear and efficient manner.	Sometimes communicates with staff, administrators or parents, but may not be fully clear and efficient (e.g. may provide unnecessary details)	Does not communicate with staff, administrators or parents, or may confuse the listener (e.g. is off-topic) .
2.5	**Contributions**	Frequently contributes valuable ideas and expertise to teacher teams, meetings, and committees to further the	Contributes ideas and expertise to teacher teams, meetings, and committees to suppo9rt the school and district's mission.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful.	Does not contribute to teach teams, meetings, or committees.

		school and district's mission.			
2.6	**Collaboration**	Meets at least weekly with colleagues to plan and share ideas, resulting in significant improvement in classrooms or for student.	Collaborates with colleagues to plan and share ideas, resulting in positive impact in classroom or for student.	Meets occasionally with colleagues to share ideas about teaching, learning and students, but such conversations do not always impact the classroom or student.	Meets infrequently with colleagues, and conversations lack educational substance.

Domain 3: Leadership

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Judgment**	Integrates various models (e.g. ethics legal) and discusses complex or conflictual situations with appropriate colleagues and administrator	Behaves within legal and ethical guidelines. Maintains confidentiality with student records.	May occasionally apply questionable judgment. May not act within legal or ethical guidelines but is open to input. Only occasionally discloses student information.	Acts in an ethical or illegal manner, uses poor judgment, and/or discusses student information and violates confidentiality.
3.2	**Communication**	Proactively informs the administration of any concerns and reaches out for help and suggestions.	Keeps the administration informed about concerns and asks for help when it is needed. .	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns or constantly complains, and is not open to help.
3.3	**Openness**	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism, listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism, refuses to listen to feedback or suggestions, and does not change.
3.4	**Professional Development**	Integrates best practices from supervisors, colleagues, workshops, readings, and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings, and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.
3.5	**Professional Community**	Makes a substantial contribution to school/district events and projects and assumes leadership with colleagues including Crisis Intervention Teams, CST, etc. Initiates and maintains positive and productive relationships with colleagues	Participates actively in school/district events, projects and committees including Crisis Intervention Teams, CST, etc. Maintains positive and productive relationships with colleagues.	Participates in school and district events, projects, and committees only when specifically requested. Maintains cordial relationships with colleagues.	Avoids involvement in school and district events, projects and committees. Creates negative or self-service relationships with colleagues.

Core Professionalism Rubric

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

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

LSC
RISE Teacher for Deaf/Hard of Hearing
Effectiveness Rubric

Domain 1: Planning using Assessment

A. Uses and interprets a variety of assessment to evaluate/monitor student needs.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Uses developmentally appropriate screenings and assessments that address referral educational concerns. Gives assessments that identify strengths and needs resulting from a hearing loss Utilizes an assortment of educational, auditory, and language test to analyze students functioning level as a result of a hearing loss.**	Always uses and interprets a variety of assessment to evaluate and monitor student needs.	Consistently uses and interprets a variety of assessment to evaluate and monitor student needs.	Occasionally uses and interprets a variety of assessment to evaluate and monitor student needs.	Inadequately uses and interprets a variety of assessment to evaluate and monitor student needs.

B. **Collects Data from and integrates assessment results to influence planning and interventions.**

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	**Analyzes assessment information to guide educational practices and enhance student learning. Systematically collects evidence of student knowledge and skills. Analyzes student work to further guide instruction to enhance student understanding.**	Always uses assessment information to guide decisions, analyzes student work and maintains extensive records of student performance, assessment, and skills.	Uses assessment information to guide decisions, uses student work to make decisions, and maintains records of student performance, assessment, and skills.	Occasionally uses assessment information to guide decisions, occasionally uses student work to make decisions and maintains some or inaccurate records of student performance, assessment, and skills.	Rarely or inadequately uses assessment information to guide decisions, rarely uses student work to make decisions, and maintains incomplete or inaccurate records of student performance, assessment, and skills.

	Maintains evidence of student performance/assessments.				

C. **Applies assessment results to develop the appropriate interventions and services.**

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3	**Makes recommendations and/or referrals based on unique needs to positively affect students' learning and achievement. Connects assessment evidence with functional abilities to support student goals and objectives. Provides timely reports that can be utilized to guide teaching and implementation of IEP**	Always applies assessment results to develop appropriate interventions and services.	Consistently applies assessment results to develop appropriate interventions and services.	Occasionally applies assessment results to develop appropriate interventions and services.	Inadequately applies assessment results to develop appropriate interventions and services.

D. **Communicates assessment results to a variety of audiences i.e. (Parents, students, staff, community etc.) in a useful, sensitive and culturally appropriate manner.**

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**Presents findings that help educators and parents understand the educational strengths and needs of students.**	Always communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.	Consistently communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.	Occasionally communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.	Inadequately communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner.

	Assists students in understanding their own hearing, listening, and learning needs.				

Domain 1: Program and Planning

A. Implements best practices for specialty area.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	**Demonstrates knowledge of research-based, best practices in strategies, methods, and theories. Provides services in accordance with federal, state, district, and school guidelines.** **Initiates self-learning to increase knowledge in field of deaf education.**	Always implements best practices for specialty area.	Consistently implements best practices for specialty area.	Occasionally implements best practices for specialty area.	Inadequately implements best practices for specialty area.

B. Develops, plans, and prioritizes specialized services programs.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6	**Documents and maintains records of services provided in an organized and systematic manner.** **Adapts and manages services based on student IEPs and district resources.**	Always develops plans and prioritizes specialized services and programs.	Consistently develops plans and prioritizes specialized services and programs.	Occasionally develops plans and prioritizes specialized services and programs for specialty area.	Inadequately develops plans and prioritizes specialized services and programs for specialty area.

	Monitors proper maintenance and tracking of assistive technology.				

C. Demonstrates knowledge of disciplines within the educational setting.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	**Demonstrates a connection between specialized program activities and district goals/standards/curriculum. Relates hearing loss needs to the process of deciding the most effective learning environment for students. Provides leadership within the school, district, and community to represent the field of hearing loss.**	Always demonstrates knowledge of discipline within the educational setting.	Consistently demonstrates knowledge of discipline within the educational setting.	Occasionally demonstrates knowledge of discipline within the educational setting.	Inadequately demonstrates knowledge of discipline within the educational setting.

Domain 2: Consultation and Contribution to the Learning Environment

A. Develops effective consultative and collaborative relationships

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Joins with classroom teacher to address issues that impact instruction and service delivery. Establishes rapport with staff, students and families and invites shared communication**	Always develops effective consultative and collaborative relationships.	Consistently develops effective consultative and collaborative relationships.	Occasionally develops effective consultative and collaborative relationships.	Inadequately develops effective consultative and collaborative relationships.

	between school and home. **Plans collaboratively, shares ideas and strategies, and contributes to a team atmosphere to fulfill IEP goals.**				

B. Provides education, support, and training to improve student achievement.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	**Conducts formal or informal in-services to educate school personnel about hearing loss and its impact in the classroom.** **Orients and/or trains identified staff on support tasks in a clear, consistent manner.** **Identifies specific modifications and accommodations needed for each student to succeed in the general classroom.**	Always provides education, support, and training to improve student achievement.	Consistently provides education, support, and training to improve student achievement.	Occasionally provides education, support, and training to improve student achievement.	Inadequately provides education, support, and training to improve student achievement.

C. Facilitates the delivery of services to maximize learning.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	**Establishes communication and serves as a liaison with**	Always facilitates the delivery of services to maximize learning.	Consistently facilitates the delivery of services to maximize learning.	Occasionally facilitates the delivery of services to maximize learning.	Inadequately facilitates the delivery of services to maximize learning.

	school personnel. Provides clear, concise, knowledge- based information as it relates to specific issues impacting school progress. Actively participates in helping students achieve district and IEP goals.				

Domain 2: Effective Instruction

A. Provides services to support high expectations for the educational success of all students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	**Makes appropriate educational and audio logical referrals. Plans and implements lessons to address objectives listed on student IEP. Challenges students at their instructional level.**	Always provides services to support high expectations for the educational success of all students	Consistently provides services to support high expectations for the educational success of all students.	Occasionally provides services to support high expectations for the educational success of all students.	Inadequately provides services to support high expectations for the educational success of all students.

B. Uses a variety of Materials, Methods, and Strategies to remove barriers to learning and promote active student participation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5	**Provides specific information to regular educator about modifications and adaptations that enhance learning**	Always uses a variety of materials, methods and strategies to remove barriers to learning and promotes active student participation.	Consistently uses a variety of materials, methods, and strategies to remove barriers to learning and promotes	Occasionally uses a variety of materials, methods, and strategies to remove barriers to learning and promotes	Inadequately uses a variety of materials, methods and strategies to remove barriers to learning and promotes

	environment. **Promotes delivery of academic instruction through a variety of communication modes.** **Instructs and in-services regular educators on amplification in educational setting.** **Encourages students to use strategies to monitor their learning.**		active student participation.	active student participation.	active student participation.

C. Assists in the Development and Implementation of Specialized Programs for Students and Families.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.6	**Adapts and modifies curriculum as appropriate to hearing loss.** **Involves students, families, and staff in monitoring progress toward goals.** **Recognizes individual differences and unique situations and adjusts practices as appropriate.** **Collaborates to develop appropriate intervention goals**	Always assists in the development and implementation of specialized programs for students and families	Consistently assists in the development and implementation of specialized programs for students and families.	Occasionally assists in the development and implementation of specialized programs for students and families.	Inadequately assists in the development and implementation of specialized programs for students and families.

Domain 3: Leadership

A. Demonstrates personal integrity and maintains professional and ethical standards

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**Resolves concerns and problems in an appropriate and timely manner. Respects and maintains confidentiality. Assumes responsibility for personal action, and demeanor.**	Always demonstrates personal integrity and maintains professional and ethical standards.	Consistently demonstrates personal integrity and maintains professional and ethical standards.	Occasionally demonstrates personal integrity and maintains professional and ethical standards.	Inadequately demonstrates personal integrity and maintains professional and ethical standards.

B. Supports District, Departmental, and School Mission and Vision.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2	**Supports school vision and mission in respectful interactions with colleagues, families, and other community members. Conduct professional, relevant, and knowledgeable interactions with others.**	Always supports the district/school mission and seeks new ways to support the vision and goals.	Consistently supports the district/school mission and seeks new ways to support the vision and goals.	Occasionally supports the district/school mission and seeks new ways to support the vision and goals.	Inadequately supports the district/school mission and seeks new ways to support the vision and goals.

C. Fulfills departmental responsibilities and expectations.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3	**Submits reports and documents as required and appropriate and as**	Always fulfills department	Consistently fulfills department	Occasionally fulfills department	Inadequately fulfills department

	defined by district timelines. **Adheres to schedule and keeps appointments by managing time efficiently.** **Demonstrates respect for colleagues through organization of schedule, materials, student files and through the support of team decisions.**	responsibilities and expectations.	responsibilities and expectations.	responsibilities and expectations.	responsibilities and expectations.

D. Demonstrates effective interpersonal skills/relationships.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.4	**Establishes and promotes positive interpersonal relationships.** **Builds professional and personal trust and credibility with others.**	Always demonstrates effective interpersonal skills/relationships.	Consistently demonstrates effective interpersonal skills/relationships.	Occasionally demonstrates effective interpersonal skills/relationships.	Inadequately demonstrates effective interpersonal skills/relationships.

Core Professionalism Rubric

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

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

LSC

RISE Teacher for Blind/Low Vision

Effectiveness Rubric

Domain 1: Planning Using Assessment/Program and Planning

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Uses and interprets a variety of assessment to evaluate/monitor student needs Uses developmentally appropriate screenings and assessments that address referral educational concerns. Gives assessments that identify strengths and needs resulting from a vision loss Utilizes an assortment of educational and vision assessments to analyze students functioning level as a result of a vision loss.**	Always uses and interprets a variety of assessment to evaluate and monitor student needs *(1.1.HE)*	Consistently uses and interprets a variety of assessment to evaluate and monitor student needs *(1.1.E)*	Occasionally uses and interprets a variety of assessment to evaluate and monitor student needs *(1.1.IN)*	Inadequately uses and interprets a variety of assessment to evaluate and monitor student needs *(1.1.I)*
1.2	**Collects Data from and integrates assessment results to influence planning and interventions Analyzes assessment information to guide educational practices and enhance student learning. Systematically collects evidence of student knowledge and skills. Analyzes student work to further guide instruction to enhance student understanding. Maintains evidence of student performance/assessments**	Always uses assessment information to guide decisions, analyzes student work and maintains extensive records of student performance, assessment, and skills *(1.2.HE)*	Consistently applies assessment results to develop appropriate interventions and services *(1.3.E)*	Occasionally applies assessment results to develop appropriate interventions and services *(1.3.IN)*	Inadequately applies assessment results to develop appropriate interventions and services *(1.3.I)*
1.3	**Applies assessment results to develop the appropriate interventions and services. Makes recommendations and/or referrals based on unique needs to positively**	Always applies assessment results to develop appropriate interventions and services *(1.3.HE)*	Consistently applies assessment results to develop appropriate interventions and services *(1.3.E)*	Occasionally applies assessment results to develop appropriate interventions and services *(1.3.IN)*	Inadequately applies assessment results to develop appropriate interventions and services *(1.3.I)*

	affect students' learning and achievement. **Connects assessment evidence with functional abilities to support student goals and objectives.** **Provides timely reports that can be utilized to guide teaching and implementation of IEP.**				
1.4	**Communicates assessment results to a variety of audiences i.e. (Parents, students, staff, community etc.) in a useful, sensitive and culturally appropriate manner. Presents findings that help educators and parents understand the educational strengths and needs of students.** **Assists students in understanding their own vision and learning needs.**	Always communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner *(1.4.HE)*	Consistently communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner *(1.4.E)*	Occasionally communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner *(1.4.IN)*	Inadequately communicates assessment results to a variety of audiences in a useful, sensitive and culturally appropriate manner *(1.4.I)*
1.5	**Implements best practices for specialty area** **Demonstrates knowledge of research-based, best practices in strategies, methods, and theories.** **Provides services in accordance with federal, state, district, and school guidelines.** **Initiates self-learning to increase knowledge in field of blind/low vision education.**	Always implements best practices for specialty area *(1.5.HE)*	Consistently implements best practices for specialty area *(1.5.E)*	Occasionally implements best practices for specialty area *(1.5.IN)*	Inadequately implements best practices for specialty area *(1.5.I)*
1.6	**Develops, plans, and prioritizes specialized services programs** **Documents and maintains records of services provided in an organized and**	Always develops plans and prioritizes specialized services and programs *(1.6.HE)*	Consistently develops plans and prioritizes specialized services and programs *(1.6.E)*	Occasionally develops plans and prioritizes specialized services and programs for specialty area *(1.6.IN)*	Inadequately develops plans and prioritizes specialized services and programs for specialty area *(1.6.I)*

	systematic manner. Adapts and manages services based on student IEPs and district resources. **Monitors proper maintenance and tracking of assistive technology.**				
1.7	**Demonstrates knowledge of disciplines within the educational setting. Demonstrates a connection between specialized program activities and district goals/standards/curriculum. Relates vision loss needs to the process of deciding the most effective learning environment for students. Provides leadership within the school, district, and community to represent the field of vision loss.**	Always demonstrates knowledge of discipline within the educational setting *(1.7.HE)*	Consistently demonstrates knowledge of discipline within the educational setting *(1.7.E)*	Occasionally demonstrates knowledge of discipline within the educational setting *(1.7.IN)*	Inadequately demonstrates knowledge of discipline within the educational setting *(1.7.I)*

Domain 2: Consultation and Contribution to the Learning Environment/Effective Instruction

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Develops effective consultative and collaborative relationships Joins with classroom teacher to address issues that impact instruction and service delivery. Establishes rapport with staff, students and families and invites shared communication between school and home. Plans collaboratively, shares ideas and strategies, and contributes to a team atmosphere to fulfill IEP goals.**	Always develops effective consultative and collaborative relationships *(2.1.HE)*	Consistently develops effective consultative and collaborative relationships *(2.1.E)*	Occasionally develops effective consultative and collaborative relationships *(2.1.IN)*	Inadequately develops effective consultative and collaborative relationships *(2.1.I)*
2.2	**Provides education, support, and training to improve student achievement Conducts formal or informal in-services to educate school personnel about vision loss and its impact in the classroom. Orients and/or trains identified staff on support tasks in a clear, consistent manner. Identifies specific modifications and accommodations needed for each student to succeed in the**	Always provides education, support, and training to improve student achievement *(2.2.HE)*	Consistently provides education, support, and training to improve student achievement *(2.2.E)*	Occasionally provides education, support, and training to improve student achievement *(2.2.IN)*	Inadequately provides education, support, and training to improve student achievement *(2.2.I)*

	general classroom.				
2.3	**Facilitates the delivery of services to maximize learning Establishes communication and serves as a liaison with school personnel. Provides clear, concise, knowledge-based information as it relates to specific issues impacting school progress. Actively participates in helping students achieve district and IEP goals.**	Always facilitates the delivery of services to maximize learning *(2.3.HE)*	Consistently facilitates the delivery of services to maximize learning *(2.3.E)*	Occasionally facilitates the delivery of services to maximize learning *(2.3.IN)*	Inadequately facilitates the delivery of services to maximize learning *(2.3.I)*
2.4	**Provides services to support high expectations for the educational success of all students Makes appropriate educational and vision referrals. Plans and implements lessons to address objectives listed on student IEP. Challenges students at their instructional level.**	Always provides services to support high expectations for the educational success of all students *(2.4.HE)*	Consistently provides services to support high expectations for the educational success of all students *(2.4.E)*	Occasionally provides services to support high expectations for the educational success of all students *(2.4.IN)*	Inadequately provides services to support high expectations for the educational success of all students *(2.4.I)*
2.5	**Uses a variety of Materials, Methods, and Strategies to remove barriers to learning and promote active student participation Provides specific information to regular educator about modifications and adaptations that enhance learning environment.**	Always uses a variety of materials, methods and strategies to remove barriers to learning and promotes active student participation *(2.5.HE)*	Consistently uses a variety of materials, methods, and strategies to remove barriers to learning and promotes active student participation *(2.5.E)*	Occasionally uses a variety of materials, methods, and strategies to remove barriers to learning and promotes active student participation *(2.5.IN)*	Inadequately uses a variety of materials, methods and strategies to remove barriers to learning and promotes active student participation *(2.5.I)*

	Promotes delivery of academic instruction through a variety of communication modes. **Instructs and in-services regular educators on accessibility in educational setting.** **Encourages students to use strategies to monitor their learning.**				
2.6	**Assists in the Development and Implementation of Specialized Programs for Students and Families** **Adapts and modifies curriculum as appropriate to vision loss.** **Involves students, families, and staff in monitoring progress toward goals.** **Recognizes individual differences and unique situations and adjusts practices as appropriate.** **Collaborates to develop appropriate intervention goals.**	Always assists in the development and implementation of specialized programs for students and families *(2.6.HE)*	Consistently assists in the development and implementation of specialized programs for students and families *(2.6.E)*	Occasionally assists in the development and implementation of specialized programs for students and families *(2.6.IN)*	Inadequately assists in the development and implementation of specialized programs for students and families *(2.6.I)*

Domain 3: Leadership

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (3)	Ineffective (1)
3.1	**Demonstrates personal integrity and maintains professional and ethical standards Resolves concerns and problems in an appropriate and timely manner. Respects and maintains confidentiality. Assumes responsibility for personal action, and demeanor.**	Always demonstrates personal integrity and maintains professional and ethical standards (3.1.HE)	Consistently demonstrates personal integrity and maintains professional and ethical standards *(3.1.E)*	Occasionally demonstrates personal integrity and maintains professional and ethical standards *(3.1.IN)*	Inadequately demonstrates personal integrity and maintains professional and ethical standards *(3.1.I)*
3.2	**Supports District, Departmental, and School Mission and Vision Supports school vision and mission in respectful interactions with colleagues, families, and other community members. Conduct professional, relevant, and knowledgeable interactions with others.**	Always supports the district/school mission and seeks new ways to support the vision and goals *(3.2.HE)*	Consistently supports the district/school mission and seeks new ways to support the vision and goals *(3.2.E)*	Occasionally supports the district/school mission and seeks new ways to support the vision and goals *(3.2.IN)*	Inadequately supports the district/school mission and seeks new ways to support the vision and goals *(3.2.I)*
3.3	**Fulfills departmental responsibilities and expectations Submits reports and documents as required and appropriate and as defined by district timelines. Adheres to schedule and keeps appointments by managing time efficiently. Demonstrates respect**	Always fulfills department responsibilities and expectations *(3.3.HE)*	Consistently fulfills department responsibilities and expectations *(3.3.E)*	Occasionally fulfills department responsibilities and expectations *(3.3.IN)*	Inadequately fulfills department responsibilities and expectations *(3.3.I)*

	for colleagues through organization of schedule, materials, student files and through the support of team decisions.				
3.4	**Demonstrates effective interpersonal skills/relationships Establishes and promotes positive interpersonal relationships. Builds professional and personal trust and credibility with others**	Always demonstrates effective interpersonal skills/relationships *(3.4.HE)*	Consistently demonstrates effective interpersonal skills/relationships *(3.4.E)*	Occasionally demonstrates effective interpersonal skills/relationships *(3.4.IN)*	Inadequately demonstrates effective interpersonal skills/relationships *(3.4.I)*

Core Professionalism Rubric

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

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

LSC
RISE Model Professional School Counselor
Effectiveness Rubric K-8

Domain 1: Purposeful Planning

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Goals and services are created by the school counselor that are appropriate developmentally, measurable and further the goals of the school.**	The school counselor creates measurable and explicit goals and/or services that are aligned to school improvement goals	The school counselor creates measurable and explicit goals and/or services that are partially aligned to school improvement goals.	The school counselor creates goals (not necessarily measurable) that are not aligned to school improvement goals	There are few goals created and if there are, they are not aligned school improvement goals.
1.2	**The counselor reflects and plans programming that is in collaboration with others and is evaluated annually.**	The school counselor conducts an annual evaluation of the services/programming delivered each year, reflects on the evaluation, examines data, and makes needed changes, in addition to using information gathered during collaboration to steer the programming and/or services in a meaningful way.	The school counselor conducts a basic annual evaluation and makes some needed changes, using data and information gathered during collaboration.	The school counselor conducts an incomplete evaluation and has some information, but not all, to make some changes to programming based on the evaluation and collaboration, and some data gathered.	The school counselor does not conduct a program evaluation and/or does not gather information from stakeholders to make changes to the programming, and/or does not use data to make decisions.
1.3	**Lessons, groups, or presentations reveal in depth planning.**	The school counselor plans for robust lessons, groups, or presentations that reveal thought, research, and best instructional practices and developmental delivery.	The school counselor shows evidence of planning for lessons that contain some instructional practices or research.	The school counselor has evidence of some planning for lessons.	There is little to no evidence of planning or little information to share with stakeholders.

DOMAIN 2: Academic Achievement/Instruction: School counselors utilize data, knowledge of current trends, and standard to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.**	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.
2.2	**The school counselor demonstrates knowledge of current trends in student development and academic achievement.**	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.
2.3	**The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.**	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision- making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.
2.4	**The school counselor engages all students in problem solving, critical thinking, and other activities.**	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and

		analyzing concepts and questions.	analyzing concepts and questions.	analyzing concepts and questions.	analyzing concepts and questions.
2.5	**The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.**	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.
2.7	**The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.**	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.
2.8	**The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.**	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.
2.9	**The school counselor provides individual counseling, group counseling, classroom**	The school counselor consistently addresses the diverse needs of students by providing individual	The school counselor often addresses the diverse needs of students by providing individual	The school counselor rarely addresses the diverse needs of students by providing individual	The school counselor does not provide individual counseling, group counseling, classroom

	guidance, consultation, crisis intervention, and referrals.	counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	guidance, consultation, crisis intervention, or referrals.
2.10	**The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.**	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

DOMAIN 3: Leadership Level of Performance: School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support and deliver a comprehensive school counseling program.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**The school counselor establishes professional goals and pursues opportunities to grow professionally.**	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
3.2	**The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.**	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.
3.3	**The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.**	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.
3.4	**The school counselor adheres to ethical standards of the counseling profession,**	The school counselor always demonstrates professional conduct and integrity; seeks	The school counselor typically demonstrates professional conduct and integrity; seeks	The school counselor typically holds to the ethical code of the American School Counselor	The school counselor has breached confidentiality. The counselor demonstrates disregard

	respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
3.5	**The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).**	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.
3.6	**The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.**	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved— in providing support to other educational or student services programming through partnerships.

Core Professionalism Rubric

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

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

LSC
RISE Model Professional School Counselor
Effectiveness Rubric 9-12

DOMAIN 1: Purposeful Planning

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	**Goals and services are created by the school counselor that are appropriate developmentally, measurable and further the goals of the school.**	The school counselor creates measurable and explicit goals and/or services that are aligned to school improvement goals	The school counselor creates measurable and explicit goals and/or services that are partially aligned to school improvement goals.	The school counselor creates goals (not necessarily measurable) that are not aligned to school improvement goals	There are few goals created and if there are, they are not aligned school improvement goals.
1.2	**The counselor reflects and plans programming that is in collaboration with others and is evaluated annually.**	The school counselor conducts an annual evaluation of the services/programming delivered each year, reflects on the evaluation, examines data, and makes needed changes, in addition to using information gathered during collaboration to steer the programming and/or services in a meaningful way.	The school counselor conducts a basic annual evaluation and makes some needed changes, using data and information gathered during collaboration.	The school counselor conducts an incomplete evaluation and has some information, but not all, to make some changes to programming based on the evaluation and collaboration, and some data gathered.	The school counselor does not conduct a program evaluation and/or does not gather information from stakeholders to make changes to the programming, and/or does not use data to make decisions.
1.3	**Lessons, groups, or presentations reveal in depth planning.**	The school counselor plans for robust lessons, groups, or presentations that reveal thought, research, and best instructional practices and developmental delivery.	The school counselor shows evidence of planning for lessons that contain some instructional practices or research.	The school counselor has evidence of some planning for lessons.	There is little to no evidence of planning or little information to share with stakeholders.

DOMAIN 2: Academic Achievement/Instruction: School counselors utilize data, knowledge of current trends, and standard to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.**	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.
2.2	**The school counselor demonstrates knowledge of current trends in student development and academic achievement.**	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.
2.3	**The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.**	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.
2.4	**The school counselor engages all students in problem solving, critical thinking, and other activities.**	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and

		questions.	questions.	questions.	questions.
2.5	**The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.**	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.
2.6	**The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondaryoptions.**	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.
2.7	**The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.**	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.
2.8	**The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy**	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult

	physical, social, emotional, and academic development including stakeholder collaboration.	peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.
2.9	**The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.**	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.
2.10	**The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.**	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

CAREER DEVELOPMENT: School Counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.11	**The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.**	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, workforce), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.

2.12	**The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.**	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age- appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.
2.13	**The school counselor supports all students in the application of strategies to achieve future success and satisfaction.**	The counselor consistently helps students apply decision-making skills to career awareness, career planning, and course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, and course selection and career transitions. Students are encouraged to usemultiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, and course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.
2.14	**The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to**	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop	The school counselor often collaborates to analyze data, utilize research-based interventions and develop	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop	The school counselor does not analyze data, utilize research- based interventions or develop programming to assist

	assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	programming to assist students in acquiring the attitudes, knowledge, and skills necessary forlifelong learning and career readiness.	programming to assist students in acquiring the attitudes, knowledge, and skills necessary forlifelong learning and career readiness.	programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

Domain 3: Leadership Level of Performance: School Counselors adhere to ethical standards, grow professionally, advocate for student success, provide system of support, and deliver a comprehensive school counseling program.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	**The school counselor establishes professional goals and pursues opportunities to grow professionally.**	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
3.2	**The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.**	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.
3.3	**The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.**	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

		collaborative activities on students.			
3.4	**The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.**	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
3.5	**The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).**	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.
3.6	**The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration,**	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students,	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services

	provided these assignments do not interfere with the counseling program and services to students.	school personnel, parents, and community agencies.	ethically appropriate information about students with school personnel, parents, and community agencies.		programming through partnerships.

Core Professionalism Rubric

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

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

LSC

RISE

Nurse Effectiveness Rubric

Domain 1: Planning and Preparation

The Nurse		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Knowledge of nursing techniques**	Demonstrates deep and thorough understanding of medical knowledge, health conditions, and nursing techniques.	Demonstrates understanding of medical knowledge, health conditions, and nursing techniques.	Demonstrates partial understanding of medical knowledge, health conditions, and nursing techniques.	Demonstrates little understanding of medical knowledge, health conditions, and nursing techniques.
1.2	**Knowledge of child and adolescent development**	Displays accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, understands the extent to which individual students follow the general patterns.	Displays knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Displays partial knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.
1.3	**Regulations and resources**	Has extensive knowledge of government regulations and resources for students, including those available through the school, in the district and in the community.	Displays awareness of government regulations and resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of government regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.	Displays little or no awareness of government regulations or of resources for students.

Domain 2: The Environment/Delivery of Service

The Nurse		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Respect and rapport**	Establishes respect and rapport with students so that they seek out the nurse, reflecting a high degree of comfort and trust in the student-nurse relationship.	Has a positive and respectful interaction with students to cultivate comfort and trust in the student-nurse relationship.	Has some positive and negative interactions with students.	Has at least some interactions with students that are negative or inappropriate.
2.2	**Culture for health and wellness**	Guides culture in the school towards health and wellness and shares knowledge with teachers, staff and students.	Promotes a culture throughout the school for health and wellness.	Attempts to promote a culture throughout the school for health and wellness and is partially successful.	Makes no attempt to promote a culture for health and wellness among teachers, students or in the school as a whole.
2.3	**Organizing physical space**	Organizes office efficiently and appropriately for planned activities. Medications are properly stored and well organized.	Organizes office appropriately for planned activities. Medications are properly stored and organized.	Is partially successful in organizing office appropriately. Medications are stored properly, but are difficult to find.	Does not organize office, or office is organized inappropriately for planned activities. Medications are not properly stored.
2.4	**Knowledge of nursing process**	Expertly provides complex comprehensive assessments, displays advanced clinical knowledge when establishing a plan of care, observes and documents student responses, evaluates data to revise the plan.	Accurately assesses various and specialized health needs of students, establishes a plan of care, observes and documents student's response, evaluates data to revise the plan.	Provides assessments of basic health needs, but does not create a detailed plan.	Displays limited ability to assess even basic healthcare needs, and does not formulate a plan.
2.5	**Assessing student needs**	Conducts detailed and individualized assessment of student needs in order to contribute to program planning.	Conduct adequate assessments of student needs to support program planning.	Conducts perfunctory assessments of student needs that may not support program planning...	Does not assess student needs or the assessments result in inaccurate conclusions.
2.6	**Administering medications to students**	Ensures that medications are administered by designated individuals	Ensures that medications are administered by designated individuals	Ensures the medications are administered by designated individuals,	Medications are administered with the regard to state or district

		and released forms are signed and conveniently stored. Shares knowledge of medication and importance of compliance with students.	and release forms are signed and conveniently stored.	but release forms are not signed and/or conveniently stored.	policies, and release forms are not signed or conveniently stored.
2.7	**Wellness classes or presentations**	Is successful in promoting wellness through classroom presentations that inspire students of staff to assume an active lifestyle.	Is successful in presenting the knowledge and attitudes that will help students or staff to assume an active lifestyle	Is partially successful in promoting wellness through classroom presentations to students or staff.	Is unsuccessful in promoting wellness in the classroom or with staff.
2.8	**Has physical abilities, and energy to perform duties and expedient competent manner**	The nurse completes daily tasks and seeks multiple additional ways to benefit students' health.	The nurse completes daily tasks in a timely and energetic manner.	Most daily tasks are completed and for are/or done timely , but without energy	The nurse does not complete tasks. Tasks are not done on time, displays little energy for the job.
2.9	**Can quickly arrive and adequately provide safe and timely medical care**	The nurse responds very promptly with materials and performs medical care in an excellent manner.	The nurse responds in a timely fashion and provides appropriate care.	The nurse does not respond in a timely manner and/or provides substandard care.	Unsafe response time and/or provides unsafe inadequate care.
2.10	**Has emotional stamina while handling stresses of a school day**	The nurse provides a calm and stable environment for students, staff and parents.	The nurse provides a calm and stable environment most of the time for students, staff and parents.	Emotional liability is seen from nursing staff during times of stress.	Emotional responses impair job function.

DOMAIN 3: Family and community outreach/leadership

The Nurse		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Respect**	Communicates respectfully and proactively with parents, is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents, is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
3.2	**Communications on curriculum**	Is proactive and resourceful in providing thorough information to families about the delivery of healthcare as a whole.	Provides information to families about the delivery of healthcare as a whole.	Provides limited though accurate information to families about the delivery of healthcare as a whole.	Provides no information to families about the delivery of healthcare as a whole.
3.3	**Communicating with families**	Promptly and frequently involves all parents, even those who are hard to reach, in supporting and caring for students with health-related concerns.	Updates parents on students' health and suggests ways to support health at home; attempts to contact hard-to- reach parents.	Updates easy-to-reach parents about how to help their children with health-related concerns.	Makes little or no effort to contact parents about ways to help their child at home with health-related concerns.
3.4	**Responsiveness**	Deals immediately and successfully with parent concerns and make parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
3.5	**Reflecting on practice**	Makes perceptive and accurate reflections on practice, citing specific examples. Draws on an extensive repertoire to suggest alternative strategies to improve delivery of healthcare.	Provides an accurate and objective reflection on practice, citing positive and negative characteristics. Makes some specific suggestions as to how the delivery of healthcare might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how healthcare might be improved.	Does not reflect or practice, or the reflections
3.6	**Communication**	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
3.7	**Openness**	Actively seeks out feedback and suggestions,	Listens thoughtfully to other viewpoints and	Is somewhat defensive about criticism, listens to	Is very defensive about criticism, refuses to listen

		and uses them to improve performance.	responds constructively to suggestions and criticism.	feedback and suggestions, but is resistant to change.	to feedback or suggestions, and is resistant to change.
3.8	**Contributions**	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school's mission. Assumes a leadership role with colleagues.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school's mission. Has a productive relationship with colleagues.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful. Have cordial interactions with colleagues.	Does not contribute t to teach teams, meetings, or committees. Has a negative or self-service relationship with colleagues.
3.9	**Professional Development**	Integrates best practices from supervisors, colleagues, workshops, readings, and other sources.	Utilizes effective strategies from supervisors, colleagues, workshops, readings, and other sources.	Participation in professional development activities is limited to those that are convenient or required.	Does not participate in professional development activities even when such activities are clearly needed.

Core Professionalism Rubric

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

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

LSC

RISE

Nursing Coordinator Effectiveness Rubric

Domain 1: Planning and Preparation

The Nurse		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Knowledge of nursing techniques**	Demonstrates deep and thorough understanding of medical knowledge, health conditions, and nursing techniques.	Demonstrates understanding of medical knowledge, health conditions, and nursing techniques.	Demonstrates partial understanding of medical knowledge, health conditions, and nursing techniques.	Demonstrates little understanding of medical knowledge, health conditions, and nursing techniques.
1.2	**Knowledge of child and adolescent development**	Displays accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, understands the extent to which individual students follow the general patterns.	Displays knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Displays partial knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.
1.3	**Regulations and resources**	Has extensive knowledge of government regulations and resources for students, including those available through the school, in the district and in the community.	Displays awareness of government regulations and resources for students available through the school and district, with some familiarity with resources external to the school.	Displays awareness of government regulations and of resources for students available through the school or district, but has no knowledge of resources external to the school.	Displays little or no awareness of government regulations or of resources for students.

Domain 2: The Environment/Delivery of Service

The Nurse		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Respect and rapport**	Establishes respect and rapport with students, staff and nurses so that they seek out the nurse, reflecting a high degree of comfort and trust in the student-nurse relationship.	Has a positive and respectful interaction with students, staff and nurses to cultivate comfort and trust in the student-nurse relationship.	Has some positive and negative interactions with students., staff and/or nurses	Has at least some interactions with students staff and/or nurses that are negative or inappropriate.
2.2	**Culture for health and wellness**	Guides culture in the district towards health and wellness and shares knowledge with teachers, staff and students.	Promotes a culture throughout the district for health and wellness.	Attempts to promote a culture throughout the district for health and wellness and is partially successful.	Makes no attempt to promote a culture for health and wellness among teachers, students or the district as a whole.
2.3	**Organizing physical space/supervises organization of space**	Organizes office efficiently and appropriately for planned activities. Medications are properly stored and well organized.	Organizes office appropriately for planned activities. Medications are properly stored and organized.	Is partially successful in organizing office appropriately. Medications are stored properly, but are difficult to find.	Does not organize office, or office is organized inappropriately for planned activities. Medications are not properly stored.
2.4	**Knowledge of nursing process**	Expertly provides complex comprehensive assessments, displays advanced clinical knowledge when establishing a plan of care, observes and documents student responses, evaluates data to revise the plan.	Accurately assesses various and specialized health needs of students, establishes a plan of care, observes and documents student's response, evaluates data to revise the plan.	Provides assessments of basic health needs, but does not create a detailed plan.	Displays limited ability to assess even basic healthcare needs, and does not formulate a plan.

2.5	**Assessing student needs/Supervising assessment of needs**	Conducts detailed and individualized assessment of student needs in order to contribute to program planning.	Conduct adequate assessments of student needs to support program planning.	Conducts perfunctory assessments of student needs that may not support program planning...	Does not assess student needs or the assessments result in inaccurate conclusions.
2.6	**Administering medications to students/supervising administering of medications by nurses**	Ensures that medications areadministered by designated individuals and released forms are signed and conveniently stored. Shares knowledge of medication and importance of compliance with students.	Ensures that medications are administered by designated individuals and release forms are signed and conveniently stored.	Ensures the medications are administered by designated individuals, but release forms are not signed and/or conveniently stored.	Medications are administered with the regard to state or district policies, and release forms are not signed or conveniently stored.
2.7	**Wellness classes or presentations**	Is successful in promoting wellness through classroom presentations that inspire students or staff to assume an active lifestyle.	Is successful in presenting the knowledge and attitudes that will help students or staff to assume an active lifestyle	Is partially successful in promoting wellness through classroom presentations to students or staff.	Is unsuccessful in promoting wellness in the classroom or with staff.
2.8	**Has physical abilities, and energy to perform duties and expedient competent manner**	The nurse completes daily tasks and seeks multiple additional ways to benefit students' health.	The nurse completes daily tasks in a timely and energetic manner.	Most daily tasks are completed and for are/or done timely , but without energy	The nurse does not complete tasks. Tasks are not done on time, displays little energy for the job.
2.9	**Can quickly arrive and adequately provide safe and timely medical care/supervision of medical care**	Ensures nurses responds very promptly with materials and performs medical care in an excellent manner.	Ensures nurse responds in a timely fashion and provides appropriate care.	The nurse supervised does not respond in a timely manner and/or provides substandard care without attention and correction of the problem.	Nurses provide unsafe response time and/or unsafe or inadequate care. Remediation is not attempted and/or successful resolution does not occur.
2.10	**Has emotional stamina while handling stresses of a school day**	The nursing supervisor provides a calm and stable environment for students, staff and parents	The nursing supervisor provides a calm and stable environment most of the time for students, staff	Emotional liability is seen from nursing staff during times of stress without correction	Emotional responses impair job function. Remediation is not attempted and/or

		and ensures nurses do as well.	and parents through the school nurses.		successful resolution does not occur.

DOMAIN 3: Family and Community Outreach/Leadership

The Nurse		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Respect**	Communicates respectfully and proactively with parents, is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents, is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
3.2	**Communications on curriculum**	Is proactive and resourceful in providing thorough information to families about the delivery of healthcare as a whole.	Provides information to families about the delivery of healthcare as a whole.	Provides limited though accurate information to families about the delivery of healthcare as a whole.	Provides no information to families about the delivery of healthcare as a whole.
3.3	**Communicating with families**	Promptly and frequently involves all parents, even those who are hard to reach, in supporting and caring for students with health-related concerns.	Updates parents on students' health and suggests ways to support health at home; attempts to contact hard- to-reach parents.	Updates easy-to-reach parents about how to help their children with health-related concerns.	Makes little or no effort to contact parents about ways to help their child at home with health-related concerns.
3.4	**Responsiveness**	Deals immediately and successfully with parent concerns and make parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
3.5	**Reflecting on practice**	Makes perceptive and accurate reflections on practice, citing specific examples. Draws on an extensive repertoire to suggest alternative strategies to improve delivery of healthcare.	Provides an accurate and objective reflection on practice, citing positive and negative characteristics. Makes some specific suggestions as to how the delivery of healthcare might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how healthcare might be improved.	Does not reflect or practice, or the reflections
3.6	**Communication**	Informs the administration and staff of any concerns and reaches out for help and suggestions when needed.	Keeps the administration and staff informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or staff, or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
3.7	**Openness**	Actively seeks out feedback and suggestions,	Listens thoughtfully to other viewpoints and	Is somewhat defensive about criticism, listens to	Is very defensive about criticism, refuses to listen

		and uses them to improve performance.	responds constructively to suggestions and criticism.	feedback and suggestions, but is resistant to change.	to feedback or suggestions, and is resistant to change.
3.8	**Contributions**	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school's mission. Assumes a leadership role with colleagues.	Contributes ideas and expertise to teacher teams, meetings, and committees to support the school's mission. Has a productive relationship with colleagues.	Is reluctant to contribute to teams, meetings, and committees, or contributions are minimally helpful. Have cordial interactions with colleagues.	Does not contribute t to teach teams, meetings, or committees. Has a negative or self-service relationship with colleagues.
3.9	**Professional Development**	Integrates best practices from supervisors, colleagues, workshops, readings, and other sources.	Utilizes effective strategies from supervisors, colleagues, workshops, readings, and other sources.	Participation in professional development activities is limited to those that are convenient or required.	Does not participate in professional development activities even when such activities are clearly needed.

Core Professionalism Rubric

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

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

LSC

RISE

Speech Language Pathologist Effectiveness Rubric

Domain 1: Purposeful Planning

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1a	***Demonstrating Knowledge of Content of the Discipline (Professional Education andPreparation)***	SLP displays extensive content knowledge of therapydisciplines, displays continual search forbest practices and planningreflects extensive use of these best practices. Holds an advanced certificate/license and/or participates in discipline-specific continuing education.	SLP displays consistent knowledge of therapy disciplines, planning reflects understanding of therapydisciplines on current research of best practices. Hold the necessary certificateand license.	SLP displays limited basic content knowledge and skill in the therapy area; holds the necessary certificateor license.	SLP demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.
1b	***Demonstrating Knowledge of Students***	SLP displays extensive knowledge of Developmental characteristicsand extensive knowledge of differing approaches to learning. Has extensive knowledge ofstudents' skills, interest and cultural heritage.	SLP displays accurate understanding of developmental characteristics and differing approaches to learning. Has adequate knowledge ofstudents' skills and cultural heritage.	SLP has some knowledge of developmental characteristics anda general understanding of learning approaches. Has some recognition of the value of knowing students' skills, interests and cultural heritage.	SLP displays minimal knowledge of developmental characteristics of age group, is unfamiliar with learning approaches, students' skillsand knowledge, cultural heritageand interests.
1c	***Demonstrating Knowledge of Resources***	SLP is fully aware and uses all resources available the schooland district. Actively seeks and is highly effective in using other materials and resources from professional organizations, school districtor community to enhanceinstruction. (This includes assisting students in gaining access to community resources.)	SLP is aware and uses the resources available the school and district. Usually seeks and is effective in using other materials and resources from professional organizations, other school districts or communityto enhance instruction.	SLP is somewhat aware and sometimes uses the resources available inthe school and district. Sometimes seeks and uses other materials and resources from professional organizations,other school districts or community to enhance instruction.	SLP is seldom aware and hardly uses the resources available in the school and district. Does not seek and use other materials and resourcesfrom professional organizations, other school districts or community toenhance instruction.
1d	**Growing and Developing**	SLP is aware and is always	SLP strives to be current	SLP sometimes is current	SLP is seldom or never

	Professionally **(Professional Development)**	current on new research through reading and/or attending conferences and in- service activities. Demonstrates extensive responsibility for improvement of professional skills. Always seeks out opportunities for professional development that enhances content knowledge on therapy techniques. Always participates in assisting other educators.	on new research by reading and/or attending conferences and in-service activities. Demonstrates consistent responsibility for improvement of professional skills. Usually seeks out opportunities for professional development that enhances content knowledge on therapy techniques. Consistently participates in assisting other educators.	on new research by reading and/or attending some conferences and in-service activities. Sometimes demonstrates responsibility for improvement of professional skills. Sometimes seeks out opportunities for professional development that enhances content knowledge on therapy techniques. Sometimes participates in assisting other educators.	current on new research by reading and/or does not attend conferences and in-service activities. Does not demonstrate responsibility for improvement of professional skills. Does not or seldom seeks out opportunities for professional development that enhances content knowledge on therapy techniques. Seldom or never participates in assisting other educators.
1e	***Knowledge and Application of Federal Special Education Laws an State/District Guidelines, Policies and Procedures***	SLP demonstrates extensive knowledge and a solid understanding of special education laws and procedures. Always accurately makes service eligibility decisions and always complies with administrative and other regulatory policy requirements. Always provides fully documented information, which is very accurate and always provided in a timely manner.	SLP demonstrates consistent knowledge and understanding of special education laws and procedures. Accurately makes service eligibility decisions when asked and consistently complies with administrative and other regulatory policy requirements. Provides documented information, which is accurate and is provided in a timely manner.	SLP demonstrates some knowledge and some understanding of special education laws and procedures. Sometimes makes service eligibility decisions and usually complies with administrative and other regulatory policy requirements. Usually provides documented information, which is usually accurate and usually is provided in a timely manner.	SLP demonstrates little or no knowledge and/or understanding of special education laws and procedures. Seldom or never accurately makes service eligibility decisions and seldom or never complies with administrative and other regulatory policy requirements. Seldom or never documents information accurately and never is provided in a timely manner.

Domain 2: Supporting Effective Instruction: The Classroom/Therapy Environment

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	***Creating an Environment of Respect and Rapport***	SLP always plays an important role in ensuring positive interactions among students. Relationships between SLP and individual students are highly respectful, always reflecting sensitivity to students' cultures and levels of development.	SLP consistently plays an important role in ensuring positive interactions among students. Shows a genuine caring and relationships between SLP and individual students are respectful, consistently reflecting sensitivity to students' cultures and levels of development.	SLP interactions with students are generally appropriate, but occasionally reflect inconsistencies, favoritism, or some disrespect for students' culture. Sometimes demonstrates a caring attitude with students and relationships between SLP and individual students is sometimes positive. Sometimes shows sensitivity to students' cultures and levels of development.	SLP interactions with students are seldom appropriate and usually reflect many inconsistencies, favoritism, or some disrespect for students' culture. Does not demonstrate a caring attitude with students and relationships between SLP and individual students is not always positive. Seldom or never shows sensitivity to students' cultures and levels of development.
2.2	***Establishing a Culture for Learning***	SLP has extensively communicates to students the importance of work. Conveys high level of enthusiasm and encourages/provides opportunities for students to share accomplishments. Promotes high expectations levels for learning and achievement.	SLP has consistently communicates to students the importance of work. Conveys enthusiasm and encourages/provides opportunities to recognize student accomplishments and for students to share accomplishments. Promotes clear expectations for learning and achievement.	SLP inconsistently communicates to students the importance of work. Conveys some enthusiasm and sometimes encourages/provides opportunities to recognize student accomplishments and for students to share accomplishments. Sometimes promotes expectations for learning and achievement.	SLP seldom or never communicates to students the importance of work. Conveys no enthusiasm and does not encourage/provide opportunities to recognize student accomplishments and for students to share accomplishments. Seldom or never promotes clear expectations for learning and achievement.
2.3	***Managing Therapy Procedures***	Techniques used by the SLP are highly effective in keeping students productively engaged in the learning activities. Use of materials and therapy procedures is fully aligned to the student's needs	Techniques used by the SLP are effective in keeping students engaged in the learning activities. Use of materials and therapy procedures is fully aligned to the students' needs and are	Techniques used by the SLP are sometimes effective in keeping students engaged in the learning activities. Use of materials and therapy procedures is sometimes aligned to the students'	Techniques used by the SLP are seldom or never effective in keeping students engaged in the learning activities. Use of materials and therapy procedures is seldom or never aligned to the

		and are highly efficient. Always encourages students to assume responsibility when appropriate.	highly efficient. Students are productively engaged as directed by SLP.	needs and are sometimes efficient. Students are often productively engaged as directed by SLP.	students' needs and are seldom or never efficient. Students are seldom or never productively engaged as directed by SLP.
2.4	***Organizing Physical Space***	SLP makes optimal use of available physical resources and always adjusts and makes all adaptations so they are accessible to all students' needs, Always insures that facilities are safe, clean, secure and inviting to students.	SLP makes consistent use of available physical resources and usually makes some adaptations so they are accessible to students' needs, Insures that facilities are safe, clean, secure and inviting to students.	SLP makes usually uses available physical resources and sometimes makes some adaptations so they are accessible to students' needs, Usually insures that facilities are safe, clean, secure and inviting to students.	SLP makes inconsistent use of available physical resources and does not try to make adaptations so they are accessible to students' needs, Seldom or never insures that facilities are safe, clean, secure and inviting to students.
2.5	***Selection of Evaluation/Assessment Materials***	SLP extensively and independently selects a comprehensive assessment/evaluation battery (i.e. basic procedures need to define problem adequately) with a lot consideration for all the relevant factors. SLP efficiently and accurately administers the battery and scores tests accurately and in a timely manner.	SLP consistently selects a comprehensive assessment/ evaluation battery (i.e. basic procedures need to define problem adequately) with consideration for all the relevant factors. SLP consistently administers the battery of tests and scores tests accurately.	SLP usually selects a comprehensive assessment/ evaluation battery (i.e. basic procedures need to define problem adequately) with some consideration for all the relevant factors. SLP inconsistently administers the battery of tests and scores tests.	SLP seldom or never selects a comprehensive assessment/ evaluation battery (i.e. basic procedures need to define problem adequately) with very little consideration for all the relevant factors. SLP seldom administers the battery of tests and inaccurately scores tests.
2.6	***Interprets and Integrates Test Results to Make an Appropriate Diagnosis and Recommendations***	SLP is highly effective and is highly accurate in the interpretation of the test results and is highly effective and accurate in behavioral observations which allow for a highly define report of the student's communicative functioning. Extensively develops diagnostic impressions	SLP is consistently effective and accurate in the interpretation of the test results and is effective and accurate in behavioral observations which allow for a consistently define report of the student's communicative functioning. Consistently develops diagnostic	SLP is sometimes effective and accurate in the interpretation of the test results and is sometimes effective and accurate in behavioral observations which allow for a somewhat define report of the student's communicative functioning. Inconsistently develops	SLP seldom or never effective and accurate in the interpretation of the test results and is seldom or never effective and accurate in behavioral observations, which allow for a no well define report of the student's communicative functioning. Seldom or never develops diagnostic

		and makes very comprehensive recommendations leading to an appropriate case management.	impressions and makes comprehensive recommendations leading to an appropriate case management.	diagnostic impressions and makes comprehensive recommendations leading to an appropriate case management.	impressions and makes comprehensive recommendations leading to an appropriate case management.
2.7	***Develops and implements Treatment Plans (All levels of proficiency refer to most current tools and protocols that available to the SLP.)***	SLP includes extensive assessment strategies that are nondiscriminatory and are always based on evidence-based practice or scientific principles to determine: **If there is a disability and its level of severity. **The extent of its impact on learning. ** Eligibility for speech and language services **The presence of hearing needs with follow-up collaboration with audiologist and/or medical professionals	SLP includes consistent assessment strategies that are nondiscriminatory and are based on evidence-based practice or scientific principles to determine: **If there is a disability and its level of severity. **The extent of its impact on learning. ** Eligibility for speech and language services **The presence of hearing needs with follow-up collaboration with audiologist and/or medical professionals	SLP includes some assessment strategies that are nondiscriminatory and are sometimes based on evidence-based practice or scientific principles to determine: **If there is a disability and its level of severity. **The extent of its impact on learning. ** Eligibility for speech and language services **The presence of hearing needs with follow-up collaboration with audiologist and/or medical professionals	SLP does not consider assessment strategies that are nondiscriminatory or that are based on evidence-based practice or scientific principles to determine: **If there is a disability and its level of severity. **The extent of its impact on learning. ** Eligibility for speech and language services **The presence of hearing needs with follow-up collaboration with audiologist and/or medical professionals
2.8	***Setting IEP Goals that Align with Indiana Standards and Federal Guideline. (See Standard 7 English/Language Arts)***	All goals written by the SLP are extremely clear and individualized for each student's level. Goals always permit viable methods of assessment, take into account varying learning needs of individual students and may include student initiative in establishing their learning goals and carry-over generalizations when appropriate. Goals reflect entirely appropriate expectations and are fully aligned with the Indiana	Goals written by the SLP are clear and individualized for a student's level. Goals permit viable methods of assessment and offer opportunities for generalizations. Goals reflect high expectations for student success and are aligned with Indiana Standards.	Goals written by the SLP are somewhat clear and individualized for a student's level. Goals permit moderate viable methods of assessment and offer some opportunities for generalizations. Goals reflect moderate level of expectations for student success and are somewhat aligned with Indiana Standards.	Goals written by the SLP are seldom clear and individualized for a student's level. Goals do not permit viable methods of assessment and do not offer opportunities for generalizations. Goals do not reflect high expectations for student success and are not aligned with Indiana Standards.

		Standards and any school or corporation pacing guides.			
2.9	***Designing Coherent Instruction***	All of the learning materials and resources are highly suitable and relevant to the therapy goals. All resources support the goals for each student and students are always highly engaged in meaningful learning. Students are encouraged to participate in selecting and adapting learning materials to their needs.	Most of the learning materials and resources are suitable and relevant to therapy goals. Most resources support the goals for each student and consistently engage students in meaningful learning.	Limited amounts of the learning materials and resources are suitable and relevant to therapy goals. Some of the resources support the goals for each student and sometimes engage students in meaningful learning.	Seldom are the learning materials and resources suitable and relevant to therapy goals. Resources rarely support the goals for each student and rarely engage students in meaningful learning.
2.10	***Collaborates with Other Professionals in Matters Relevant to Student Services***	Effectively, consistently and extensively collaborates with members of the educational team to: Synthesize information from the Speech/Language Evaluation Participate in mutual problem- solving activities Develop an IEP that ensures due process and access to free and appropriate public education in the least restrictive environment for the student.	Effectively and consistently collaborates with members of the educational team to: Synthesize information from the Speech/ Language Evaluation Participate in mutual problem-solving activities Develop an IEP that ensures due process and access to free and appropriate public education in the least restrictive environment for the student.	Inconsistently collaborates with members of the educational team to: Synthesize information from the Speech/ Language Evaluation Participate in mutual problem-solving activities Develop an IEP that ensures due process and access to free and appropriate public education in the least restrictive environment for the student.	Seldom or never collaborates with members of the educational team to: Synthesize information from the Speech/ Language Evaluation Participate in mutual problem-solving activities Develop an IEP that ensures due process and access to free and appropriate public education in the least restrictive environment for the student.
2.11	***Communicating Clearly and Accurately***	Directions and procedures are clear and have appropriate detail. Spoken and written language is correct with use of appropriate vocabulary. All reports and all IEP's are written in	Directions and procedures are clear and have appropriate detail. Spoken and written language is correct with use of appropriate vocabulary. Reports and IEP's are	Directions and procedures are sometimes clear and sometimes have appropriate detail. Spoken and written language is usually correct with use of appropriate vocabulary. Reports and	Directions and procedures are seldom or never clear and have very little appropriate detail. Spoken and written language is incorrect with little use of appropriate vocabulary. Reports and

		appropriate manner and contain all the necessary components.	written in appropriate manner and contain most of the necessary components.	IEP's are written in an inconsistent manner and contain some of the necessary components.	IEP's are not written in an appropriate manner and contain very few or none of the necessary components.
2.12	***Providing Feedback to Students***	Feedback during therapy sessions is extensive, consistent, appropriate and very detailed after each session. Provides highly appropriate correct models for all students at all times.	Feedback during therapy sessions is consistent, appropriate and detailed after each session. Provides appropriate correct models for most students on an on-going basis.	Feedback during therapy sessions is somewhat appropriate and is somewhat detailed after each session. Sometimes provides correct models to follow for some students some of the time.	Feedback during therapy sessions is seldom or never appropriate and is not detailed after each session. Seldom or never provides correct models to follow for any students.
2.13	***Assessing Student Learning and Reflecting on Therapy Sessions***	All assessment criteria and standards are very clear and have been entirely communicated to students. Students are highly encouraged to contribute to assessment process through self-monitoring or self-assessment. Uses all assessment results to plan for future therapy. Always makes accurate assessments of the lesson's effectiveness and goal attainment.	Most assessment criteria and standards are clear and have been communicated to students. Students are mostly encouraged to contribute to assessment process through self- monitoring or self- assessment. Uses most assessment results to plan for future therapy. Usually makes accurate assessments of the lesson's effectiveness and goal attainment.	Some assessment criteria and standards are clear and some have been communicated to students. Students are sometimes encouraged to contribute to assessment process through self-monitoring or self-assessment. Uses some assessment results to plan for future therapy. Sometimes makes accurate assessments of the lesson's effectiveness and goal attainment.	Assessment criteria and standards are seldom or never clear and have not been communicated to students. Students are never or seldom encouraged to contribute to assessment process through self-monitoring or self-assessment. Seldom or never uses assessment results to plan for future therapy. Seldom or never makes accurate assessments of the lesson's effectiveness and goal attainment.
2.14	***Maintains an Effective Data Collection System for Guiding Intervention and Evaluating Student Performance***	SLP extensively maintains fully effective and very accurate records of: Student Progress in communicative functioning Legal documentation Useful data with which to modify treatment plans, strategies, materials,	SLP consistently maintains effective and accurate records of: Student Progress in communicative functioning Legal documentation Useful data with which to modify treatment plans, strategies, materials,	SLP is inconsistent in maintaining effective and accurate records of: Student Progress in communicative functioning Legal documentation Useful data with which to modify treatment plans, strategies, materials,	SLP maintains ineffective and/or inaccurate records of: Student Progress in communicative functioning Legal documentation Useful data with which to modify treatment plans, strategies, materials,

		and/or instrumentation to meet the individual needs of each student. This data is always easily and accurately reported to students and/or parents. Always make sure students contribute to the interpretation of their records.	and/or instrumentation to meet the individual needs of each student. This data usually can be easily and accurately reported to students and/or parents.	and/or instrumentation to meet the individual needs of each student. This data sometimes can be easily and accurately reported to students and/or parents.	and/or instrumentation to meet the individual needs of each student. This data seldom or never is easily and accurately reported to students and/or parents.
2.15	***Professional Productivity through Effective Time Management***	SLP independently and always demonstrates effective time management skills. Always prioritizes activities, schedules, contacts, meetings and student therapy sessions. Always maintains student/compliance records, completes all necessary reports and paperwork on time. Always establishes and documents professional contacts.	SLP consistently demonstrates effective time management skills. Consistently prioritizes activities, schedules, contacts, meetings and student therapy sessions. Consistently maintains student/compliance records, completes all necessary reports and paperwork on time. Consistently establishes and documents professional contacts.	SLP inconsistently demonstrates effective time management skills. Inconsistently prioritizes activities, schedules, contacts, meetings and student therapy sessions. Sometimes maintains student/compliance records, and sometimes completes all necessary reports and paperwork on time. Inconsistently establishes and documents professional contacts.	SLP seldom demonstrates effective time management skills. Seldom or never prioritizes activities, schedules, contacts, meetings and student therapy sessions. Seldom or never maintains student/compliance records, and never completes all necessary reports and paperwork on time. Never or seldom establishes and documents professional contacts
2.16	***Writes Required Reports Clearly and Concisely***	SLP always presents information accurately, logically and concisely. All written reports and letters are appropriate in all situations, using technology and phrasing very consistent with the semantic competency of the audience.	SLP consistently presents information accurately, logically and concisely. Written reports and letters are appropriate in most situations, using technology and phrasing often consistent with the semantic competency of the audience.	SLP usually presents information accurately, logically and concisely. Written reports and letters are usually appropriate in some situations, using some technology and phrasing somewhat consistent with the semantic competency of the audience.	SLP seldom or never presents information accurately, logically and concisely. No written reports and letters are appropriate in any situations, never using technology and phrasing consistent with the semantic competency of the audience.

Domain 3: Teacher Leadership

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	***Communicating With Families***	SLP always provides information, always handles parent concerns in a timely manner and always tries to engage families in the therapy program. All students participate in preparing materials and all contribute ideas to enhance family participation as appropriate.	SLP consistently provides information, consistently handles parent concerns in a timely manner and consistently tries to engage families in the therapy program. Most students participate in preparing materials and most contribute ideas to enhance family participation as appropriate.	SLP inconsistently provides information, inconsistently handles parent concerns in a timely manner and inconsistently tries to engage families in the therapy program. Some students participate in preparing materials and some contribute ideas to enhance family participation as appropriate.	SLP seldom or never provides information, seldom or never handles parent concerns in a timely manner and seldom or never tries to engage families in the therapy program. Few, if any, students participate in preparing materials and some contribute ideas to enhance
3.2	***Works Cooperatively within the Special Education Department and within the School***	SLP is always available to staff and encourages and welcomes questions and inquiries about students. Always willing to give assistance to staff if called upon. Discusses professional subjects with staff from basic knowledge in a highly effective manner. Consistently collaborate with others when addressing student needs. Seeks out opportunities to collaborate and takes on leadership roles.	SLP is consistently available to staff and welcomes questions and inquiries about students. Consistently gives assistance to staff. Discusses professional subjects with staff from basic knowledge and collaborates with others when addressing student needs.	SLP is sometimes available to staff and sometimes welcomes questions and inquiries about students. Usually gives assistance to staff if called upon. Sometimes discusses professional subjects with staff from basic knowledge. Sometimes collaborates with others when addressing student needs.	SLP is seldom available to staff and seldom or never welcomes questions and inquiries about their students. Seldom or never gives assistance to staff. Seldom or never discusses professional subjects with staff from basic knowledge. Seldom or never collaborates with others when addressing student needs.
3.3	***Demonstrating Professionalism***	SLP is highly active in serving children's needs and always works within the context of a particular team or department to ensure that all students	SLP is moderately active in serving children's needs and consistently works within the context of a particular team or department to ensure that	SLP is usually active in serving children's needs and usually works within the context of a particular team or department to ensure that all students	SLP seldom or never active in serving children's needs nor works within the context of a particular team or department to ensure that all students

		receive a fair opportunity to succeed. Always fulfills the rules, policies, and procedures established by the school, IPS school district and/or IEA.	all students receive a fair opportunity to succeed. Consistently fulfills the rules, policies, and procedures established by the school, IPS school district and/or IEA.	receive a fair opportunity to succeed. Usually fulfills the rules, policies, and procedures established by the school, IPS school district and/or IEA.	receive a fair opportunity to succeed. Seldom or never fulfills the rules, policies, and procedures established by the school, IPS school district and/or IEA.
3.4	***Contribute to School Culture***	At level 4, a teacher fulfills the criteria for level 3 and additionally may: Seek out leadership roles Go above and beyond in making time for students and peers outside of class	The 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	The teacher will: Contribute occasional ideas and expertise to further the school's mission and initiatives The teacher may not: Frequently make the time to help students and peers efficiently outside of class	Teacher rarely or never provides ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class toward helping students and peers.

Core Professionalism Rubric

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

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

LSC

RISE

Academic Coach/Title I Teacher Effectiveness Rubric

Domain 1: Purposeful Planning

Academic Coaches work in collaboration with classroom teachers and administration to develop a rigorous curriculum for all students work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective	Suggested Evidence Options
1.1	**Demonstrating knowledge of current best practices in specialty area and professional development**	Academic coach's knowledge of specialty area and best practices in professional development is wide and deep. Academic coach is regarded as an expert by colleagues.	Academic coach demonstrates thorough knowledge of specialty area and best practices in professional development.	Academic coach demonstrates basic familiarity with specialty area and best practices in professional development.	Academic coach demonstrates little or no familiarity with specialty area or best practices in professional development.	Presentations at local, regional, or national conferences. Evaluations of professional development conducted. Published articles in professional periodicals actively pursue training/expertise.
1.2	**Demonstrating knowledge of the school'sprogram(s) and levels of teacher skill in delivering program(s)**	Academic coach is deeply familiar with the school's program(s) and works to shape its future direction and actively seeks information as to teacher skill in that program(s).	Academic coach demonstrates thorough knowledge of the school's program(s) and of teacher skill in delivery program m(s).	Academic coach demonstrates basic knowledge of the school's program(s) and of teacher skill in delivering program(s).	Academic coach demonstrates little or no knowledge of the school's program(s) or ofteacher skill in delivering program(s).	Data analysis Observations of teacher skill Evaluations of professional development conducted Building administrator observation Faculty pre-post survey.
1.3	**Establishing goals for the instructional support program appropriate to the setting and the teachers served.**	Academic coach's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. The goals have been developed following consultations with administrators and	Academic coach's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Academic coach's goals for the instructional support program are basic and are partially suitable to the situation and the needs of the staff.	Academic coach has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Goals are based on effectiveness and evaluated by date Teacher needs survey Observations of teacher skills Horizontal and vertical alignment Pre/post conference notes

		colleagues.				
1.4	**Demonstrating knowledge of resources, both within and beyond the school and district.**	Academic coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Academic coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Academic coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Academic coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Attends research based professional development Organizes an efficient and effective book room/profession development information Documentation of quality effective, explicit modeled lessons Evaluations of professional development conducted
1.5	**Planning the instructional support program, integrated with the overall school/district program.**	Academic coach's plan is fully integrated with the overall broader goals of the school/district, and has been developed following consultation with administrators and teachers.	Academic's coach's plan is well designed and integrated with the overall broader goals of the school/district and supports teachers in the improvement of their instructional skills.	Academic coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Academic coach's plan consists of a random collection of unrelated activities, lacking coherence of an overall structure.	Academic coach's Log Building administrator observation
1.6	**Developing a plan to evaluate the instructional support program.**	Academic coach's evaluation plan is highly sophisticated with creative sources of evidence and a clear path toward improving the program on an ongoing basis.	Academic coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Academic coach has a basic plan to evaluate the instructional support program.	Academic coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Pre/post conference notes Evaluation plan and/or documents.

Domain 2: Supporting Effective Instruction
Academic Coach engaged educators and/or uses aspects of their job to ultimately increase student achievement.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective	Suggested Evidence Options
2.1	**Creating an environment of trust and respect**	Relationships with the academic coach are highly respectful and trusting with many contacts initiated by teachers.	Relationships with the academic coach are respectful with some contacts initiated by teachers.	Relationships with the academic coach are cordial, teachers don't resist initiatives established by the academic coach, but don't initiate contact.	Teachers are reluctant to request assistance from the academic coach fearing that such a request will be treated as a sign of deficiency. .	Academic coach's log E-mails Pre/post conference notes
2.2	**Establishing a culture for ongoing instructional improvement.**	Academic coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the academic coach.	Academic coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the academic facilitator, but don't use or embrace them.	Academic coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	E-mails Academic coach's log Collaboration notes
2.3	**Establishing clear procedures for teachers to gain**	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Academic coach has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for trainings) are clear to teachers, whereas, others (for example, receiving informal support) are not clear.	When teachers want to access assistance from the academic coach, they are not sure how to go about it	Academic coach's log Building administration observation Documented procedures Blogs/Websites/tshare Pre/post conference notes
2.4	**Establishing and maintaining norms of behavior to professional interactions.**	Academic coach has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Academic coach has established clear norms of mutual respect for professional interaction.	Academic coach's efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established. Teachers are frequently disrespectful in their interactions with one another.	Written established norms. Observations of norms being followed

2.5	**Organizing physical space for workshops or training**	Academic coach makes highly effective use of the physical environment, resulting in engagement of all participants in the workshop activities.	Academic coach makes good use of the physical environment, resulting in engagement of most participants in workshop activities.	The physical environment does not impede workshop activities.	Academic coach makes poor use of the physical environment, resulting in poor access by some participants, or time lost due to poor use of training equipment.	Academic coach's lot reflections Evaluations of professional development conducted.
2.6	**Engaging teachers in data analysis and interpretation to determine student and teacher needs.**	Initiates data analysis and interpretation, presents information to teams and stakeholders, suggest intervention and assists with support and follow through.	Engages teacher in data analysis and interpretation to determine student and teacher learning needs.	Engages teachers in data analysis and interpretation.	Provides teachers with analyzed data without further support or explanation.	Documentation of teacher's instructional changes as a result of data analysis Data analysis can include but not limited to assessment walls (i.e. Dibels results, etc)
2.7	**Collaborating with teachers in the design ofinstructional units and lessons.**	Academic coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources.	Academic coach initiates collaboration with classroom teachers in the design of instructional lessons and units.	Academic coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Academic coach declines to collaborate with classroom teachers in the design of instructional lessons and units.	Record of collaboration Pre/post conference notes Log and list of resources available for all teachers Academic coach's log
2.8	**Engaging teachers in learning new instructional skills.**	Academic coach is successful in engaging teachers in acquiring new instructional skills and teachers take initiative in suggesting new areas for growth.	Academic coach is successful in engaging teachers in acquiring new instructional skills.	Academic coach's efforts to engage teachers in professional learning are partially successful with some participating.	Academic coach does not provide opportunities for teachers to engage in professional learning.	Academic coach's log Building administrator observation.
2.9	**Sharing expertise with staff**	The quality of the academic coach's model lessons and trainings is uniformly high and appropriate to the needs of the teachers being served. The academic coach	The quality of the academic coach's model lessons and trainings is uniformly high and appropriate to the needs of the teachers being served. The academic coach's conducts	The quality of the academic coach's model lessons and trainings is inconsistent with some of them being appropriate to the needs of teachers being served.	Academic coach's model lessons and trainings are of poor quality or are not appropriate to the needs of the teachers being served.	Academic coach's log Documented book study Facilitated by academic coach Teacher collaboration notes Pre/post conference notes

		conducts extensive follow-up work with teachers.	follow-up work with teachers.			
2.10	**Using coaching cycle to promote reflective teaching.**	Coaching cycle and teacher reflection result in teacher-initiated changes in instructional practices.	All components of coaching cycle are evident with conversations, focused feedback and questions that promote reflective teaching.	Components of coaching cycle are evident.	Coaching cycle is not evident.	Pre/Post conference notes Reflections on modeled lessons Academic coach's log

Domain 3: Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Contribute to school culture**	The academic coach seeks out leadership roles within the district aimed at improving district efforts. Academic coach goes above and beyond in dedicating time for teachers.	Academic coach contributes ideas and expertise aimed at improving district efforts. Academic coach dedicates time efficiently, when needed, to helping students and peers outside of class.	Academic coach will rarely contributes ideas and expertise aimed at improving district efforts. Academic coach rarely dedicates time outside of class to helping students and peers.	Academic coach never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
3.2	**Advocate for Student Success**	Academic coach will display commitment to the education of the students in the district. Academic coach will make changes and take risks to ensure student success and advocate for district needs.	Academic coach will display commitment to the education of the students in the district. Academic coach will attempt to remedy obstacles around student achievement and will advocate for the district's needs.	Academic coach will display commitment to the education of the district's students. Academic coach will not advocate for the district's needs.	Academic coach rarely or never displays commitment to the education of the district's students. Academic coach accepts failure as par for the course and does not advocate for the district's needs.
3.3	**Preparing and submitting reports and budgets.**	Academic coach anticipates district needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Academic coach honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures, Inventories and reports are submitted on time.	Academic coach's efforts to prepare budgets are partially successful responding sometimes to district requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	Academic coach ignores the district requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.4	**Communicating with the larger community**	Academic Coach proactively reaches out to stakeholders and establishes contacts with other academic coaches	Academic coach engages in outreach efforts to stakeholders and the larger community.	Academic coach makes sporadic efforts to engage in outreach to parents or the larger community.	Academic coach makes no effort to engage in outreach to stakeholders of the larger community.

		or businesses, coordinating efforts for mutual benefit.			
3.5	**Locating resources for teachers to support instructional improvement.**	Academic coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Academic coach locates resources for instructional improvement for teachers when asked to do so.	Academic coach's efforts to locate resources for instructional improvement for teachers are partially successful reflecting incomplete knowledge of what is available.	Academic coach fails to locate resources for instructional improvement for teachers even when specifically requested to do so.
3.6	**Demonstrating flexibility and responsiveness**	Academic coach is continually seeking ways to improve the support program and makes changes as needed in responses to student, parent, teacher, and administrator input.	Academic coach makes revisions to the support program when it is needed.	Academic coach makes modest changes in the support program when confronted with evidence of the need for change.	Academic coach adheres to the plan, in spite of evidence of its inadequacy.
3.7	**Reflecting on practice**	Academic coach's reflection is highly accurate and perceptive citing specific examples. Academic coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Academic coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Academic coach makes some specific suggestions as to how the support program might be improved.	Academic coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Academic coach does not reflect on practice or the reflections are inaccurate or self-serving.
3.8	**Coordinating work with other academic coaches**	Academic coach takes a leadership role in coordinating projects with other academic coaches within and beyond the district.	Academic coach initiates efforts to collaborate with other academic coaches within the district	Academic coach responds positively to the efforts of other academic coaches within the district to collaborate.	Academic coach makes no effort to collaborate with other academic coaches within the district.
3.9	**Participating in a professional community**	Academic coach makes a substantial contribution to school/district events and assumes a leadership role with colleagues.	Academic coach participates actively in school/district events and projects and maintains positive and productive relationships with	Academic coach relationships with colleagues are cordial, and the specialist participates in school/district events	Academic coach relationship with colleagues is negative or self-serving and the specialist avoids being involved in school/district

			colleagues.	when specifically requested.	events.
3.10	**Engaging in professional development**	Academic coach actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.	Academic coach seeks out opportunities for professional development based on an individual assessment of need.	Academic coach's participation in professional development activities is limited to those that are convenient or are required.	Academic coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
3.11	**Showing professionalism, including integrity and confidentiality**	Academic coach can be counted on to hold the highest standards of professionalism including honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality	Academic coach displays high standards of professionalism including honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Academic coach is honest in interactions with colleagues and respects norms of confidentiality.	Academic coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Core Professionalism Rubric

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

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

LSC

RISE

School Specialist

Effectiveness Rubric

Domain 1: Purposeful Planning

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Engagement**	Challenges colleagues by presenting the gap between current student data and vision for improvement. Gets strong staff commitment to bold, ambitious student achievement targets.	Motivates colleagues to improve student performance at all levels by comparing students' current achievement with high expectations for improvement.	Expresses confidence to colleagues that student achievement will improve each year through hard work.	Takes one year at a time, urging colleagues to improve their students' achievement.
1.2	**Planning**	Plans for the year, month, week and day, relentlessly getting the highest-leverage activities accomplished.	Plans for the year, month, week and day, making the highest-leverage activities a priority.	Comes to work with a list of what needs to be accomplished that day, but does not prioritize and is often distracted.	Has an unpublished or informal list of tasks to be accomplished each day, and loses track of priorities.
1.3	**Follow-up**	Has an effective system for capturing, remembering, prioritizing and following up on key information.	Writes down, remembers, prioritizes and almost always follows up on important information.	Writes things down, but is swamped by events and sometimes does not follow up.	Trusts memory to retain information, but often forgets and does not follow up.
1.4	**Efficiency**	Deals quickly and decisively with emails, paperwork and the highest-priority agenda items.	Has a system for dealing with email, paperwork and administrative tasks.	Tries to stay on top of email, paperwork and administrative tasks, but sometimes falls behind.	Frequently falls behind on email, paperwork and administrative tasks to the detriment of the school's mission.

Domain 2: Supporting Effective Instruction

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Knowledge & compliance**	Demonstrates extensive knowledge of special education laws and procedures. Oversees compliance with all procedural timelines and safeguards.	Demonstrates a good working knowledge of special education laws and procedures. Ensures compliance with all procedural timelines and safeguards.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.
2.2	**Written Consent**	Prepares forms for parents to sign and for releasing of information to outside agencies or individuals.	Ensures necessary permission and release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions,	Fails to have the necessary permissions or release of information prepared and/or signed.
2.3	**Meetings**	Effectively facilitates Team meetings that foster input from all constituents in an effort to meet consensus.	Facilitates meetings that gather input from constituents to form consensus.	Facilitates meetings that may not gather input from all constituents; is partially successful in attempts to form consensus.	Facilitates meetings that do not gather input from all constituents; is frequently unsuccessful in attempts to form consensus.
2.4	**Written reports**	Oversees reports for accuracy and clarity. Ensures that analyses, conclusions and recommendations are valuable.	Oversees reports for accuracy in analyses, conclusions and recommendations.	Oversees reports for accuracy, but analyses, conclusions and recommendations are not always clear or appropriate.	Does not accurately oversee reports, and analyses, conclusions and recommendations are unclear and inappropriate.
2.5	**IEP Writing**	Ensures IEPs are thorough yet concise, well written and include appropriate goals and benchmarks that uniquely address student needs.	Ensures IEPs are thorough, well written and include appropriate goals and benchmarks.	Does not always ensure thorough or well-written IEPs, and IEPs may be unnecessarily long or somewhat appropriate.	Does not ensure thorough or well- written IEPs, and IEPs are not thorough, poorly written and may include inappropriate recommendations.

2.6	**Integrating IEP goals**	Is fully aware of entire IEP and ensures internal consistency for a coordinated approach.	Is aware of entire IEP and strives for internal consistency.	Is aware IEP but plan is not consistent.	Is not aware of entire IEP and plan is inconsistent.
2.7	**Monitoring progress**	Guides teachers in comprehensively and effectively measuring progress towards IEP goals and objectives, and reconvenes the Team if necessary prior to IEP expiration.	Guides teachers in measuring progress towards IEP goals and objectives, and provides feedback to students and parents.	Attempts to guide teachers in measuring progress towards IEP goals and objectives but may not be effective.	Does not guide teachers in measuring progress towards IEP goals or objectives.
2.8	**Assistive technology and software**	Is highly knowledgeable about assistive technology and adept at finding resources in the area when needed. Vigilantly ensures that assistive technologies and software required by IEP are being used and monitored correctly.	Is knowledgeable about assistive technology and able to find resources in the area when needed. Checks to see that assistive technologies and software are being used, and monitored correctly.	Is aware of assistive technology, but may not be able to find resources in the area. Does not always check to see that assistive technologies and software are being used and monitored correctly.	Is unaware of assistive technology, and/or unable to find resources when needed. Does not check to see that assistive technologies and software are being used, or monitored correctly.
2.9	**Communication**	Skillfully and eloquently communicates goals, activities and assignments to all constituencies using a variety of venues.	Uses a variety of means (e.g. face-to-face, newsletters, websites) to communicate goals, activities and assignments to others.	Has limited communication repertoire and some key stakeholders are not aware of department goals.	Is not an effective communicator, and others are often left guessing about department goals.
2.10	**Outreach**	Frequently solicits and uses feedback and help from staff, students, parents and other stakeholders.	Regularly reaches out to staff, students, parents and other stakeholders for feedback and help.	Occasionally asks staff, students, parents and/other stakeholders for feedback.	Never reaches out to others for feedback or help.

2.11	**Expectations**	Understands GLASS goals, procedures and practices. Plays a major role in effectively orienting teachers to GLASS procedures and practices.	Makes sure teachers know GLASS procedures and practices. Works to orient teachers GLASS procedures and practices.	Periodically reminds teachers of GLASS procedures and practices. Does the minimum introducing teachers to GLASS procedures and practices	Does not communicate GLASS procedures or practices to teachers.
2.12	**Transparency**	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that stakeholders members know how and why key decisions are being made.	Tries to be transparent about decision-making, but sometimes stakeholders feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems with stakeholders.
2.13	**Responsiveness**	Deals immediately and successfully with parent concerns and makes parents feel welcome. Is persistent in contacting reluctant parents.	Responds successfully to parent concerns and makes parents feel welcome. Is consistent in efforts to engage reluctant parents.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome. Is inconsistent in contacting reluctant parents.	Does not respond to parent concerns and makes parents feel unwelcome.
2.14	**Conflict resolution**	Is effective in resolving conflicts within case conferences and with parents so that both parties feel positive about the resolution.	Demonstrates appropriate dispute-resolution skills within case conferences and with parents.	Is somewhat effective in resolving conflicts within the case conference and with parents.	Does not take responsibility for resolving conflicts within the case conference or with parents.
2.15	**Celebration**	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Shares success, and gives credit where it is due.	Congratulates on “small wins” and other successes.	Takes credit for others improvements in performance.
2.16	**Respect**	Communicates respectfully and proactively with parents;	Communicates respectfully with parents;	Is sometimes insensitive to parents’ perspective.	Is insensitive to parents’ perspective.

		is sensitive to parents' perspective.	is sensitive to parents' perspective.		

Domain 3: Teacher Leadership
Professional Responsibilities

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Reliability**	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
3.2	**Professionalism**	Presents as a consummate professional in words, action and appearance; always observes appropriate boundaries.	Demonstrates professional demeanor in words, action and appearance; maintains appropriate boundaries.	Is occasionally unprofessional in words, action and/or appearance; may violate boundaries.	Is unprofessional in words, action and appearance; violates boundaries.
3.3	**Judgment**	Is invariably ethical,honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
3.4	**Contributions**	Frequently contributes valuable ideas and expertise to case conference committees, meetings and other committees to further the school corporation mission.	Contributes ideas and expertise to case conference committee, meetings and other committees to support the school corporation mission.	Is reluctant to contribute to Case Conference committees, meetings and other committees, or contributions are minimally helpful.	Does not contribute to case conference committee, meetings or other committees.
3.5	**Communication**	Accurately discerns key information for prompt communication with administration.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.

3.6	**Openness**	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
3.7	**Reflecting on practice**	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.

Core Professionalism Rubric

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

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

LSC

RISE

Alternative Education Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: Building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Utilize Assessment Data to Plan**	**At level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding.	**Teacher uses prior assessment data to formulate:** -Design of achievement goals, unit plans, AND lesson plans.	**Teacher uses prior assessment data to formulate:** -Design of achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	**Set Ambitious and Measurable Achievement Goals**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Plans an ambitious student achievement and behavioral goal wherein every student makes typical or high growth while in the program.	**Teacher develops an annual student achievement goal that is:** -Measurable; -Aligned to content standards; AND -Includes benchmarks to help monitor learning and behavior inform interventions while in the program	**Teacher develops an annual student achievement goal that is:** -Measurable **The goal may *not*:** -Align to content standards; OR -Include benchmarks to help monitor learning and behavior and inform interventions while in the program	Teacher rarely or never develops achievement or behavioral goals for the student OR goals are developed, but are extremely general and not helpful for planning purposes.
1.2a	**Selects objective/goals appropriate to the ability of the students**	Objectives/goals address various learning needs of individual students. Objectives/goals allow varied pace of learning and student mastery. Some objectives/goals are easy to obtain, some more difficult.	Objectives/goals meet the needs of the majority.	Objectives/goals are the same for all students.	Objectives/goals are vague, nonexistent, and not communicated.

1.3	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** -Uses daily checks for understanding for additional data points -Updates tracking system frequently -Uses data analysis of student progress to drive further goals for student	**Teacher uses an effective data tracking system for:** -Recording student assessment/progress data -Analyzing student progress towards mastery and planning goals accordingly	**Teacher uses an effective data tracking system for:** -Recording student assessment/progress data **Teacher may *not*:** -Use data to analyze student progress towards goals or to plan future goals	Teacher rarely or never uses a data to record student assessment/progress data and/or has no discernible system of keeping track of student progress.

DOMAIN 2: Support of EFFECTIVE INSTRUCTION

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives/goals in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Competency 2.3	**Engage students in academic content**	Teacher is highly effective at engaging students in academic content.	Teacher is effective at engaging students in academic content.	Teacher needs improvement at engaging students in academic content.	Teacher is ineffective at engaging students in academic content.
Competency 2.3a	**Encourages productive engagement**	Teacher addresses students that are not engaged. Down Time is used productively. The teacher provides resources to get students better organized. The teacher uses a variety of questioning/instructional strategies. The teacher provides on-going communication with home. Class begins promptly every day.	The teacher addresses students that are not engaged. Student down time is at times used productively. The teacher uses some questioning and instructional strategies. The teacher encourages on-going communication with home.	Students who are not engaged in learning are not consistently addressed by the teacher. A large amount of student down time is evident. The teacher and students appear disorganized. Limited instructional strategies are evident. There is a limited communication with home.	Few or none of the exemplary descriptors are evident. Seldom captures the interest of students. Students frequently off task related to objective or standard.
Competency 2.4a	**Regularly assesses student progress:** ***Checks for understanding.** ***Uses multiple individual and group assessments.** ***Uses authentic assessments as appropriate.** ***Provides timely feedback. Assesses accurately and efficiently.**	Routines are in place and consistently utilized to formally and informally check for student comprehension. There is evidence of re-teaching based on assessment. Students are aware of their own progress. The teacher communicates student progress to the appropriate stakeholders.	Formal and/or informal assessments are utilized. There is evidence of re-teaching. There is evidence of communication to some appropriate stakeholders groups	There is little evidence of students being assessed for progress. There is no use of formal or informal assessment information to drive student learning.	There is little or no evidence of any assessment of student progress.

	***Assigns unguided practice as appropriate.** ***Demonstrated learning objective(s) have been accomplished** ***Students have work to complete that is related to appropriate standards.** ***Students are expected to complete homework** ***Students redo work. When used, follow rubrics to guide learning.**				
Competency 2.5	**Modify Instruction as Needed**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Teacher anticipates student misunderstandings and preemptively addresses them -Teacher is able to modify instruction to respond to misunderstandings without taking away from the work flow or losing engagement	-Teacher makes appropriate adjustments to instruction based on checks for understanding that lead to increased understanding for most students -Teacher differentiates delivery of instruction based on checks for understanding to meet diverse student needs -Teacher responds to misunderstandings with effective 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 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 -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 may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	-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 only responds to misunderstandings by using teacher-driven scaffolding techniques -Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Competency 2.5a.1	**Recognizes individual differences in students and adjusts practices accordingly**	Teacher demonstrates the use of data and plans and implements strategies to meet the varying learning needs. Pace of expectation of learning is appropriate to the goals and needs of the students. Provides appropriately for differing student abilities.	Varying learning needs of individual students or groups are taken into account by the use of a variety of instructional strategies. Pace of instruction is appropriate to the goals and needs of the students. Provides appropriately for differing student abilities.	A variety of instructional strategies, if evident at all, are used only when meeting the needs of IEP's.	No differentiation of instructional practices evident even for those students with IEP's .
Competency 2.6a.1	**Encourages critical thinking**	Teacher requires students to respond to question that ask why and how. Teacher requires students to identify key concepts and underlying principles, evaluate sources of information, reflect, examine forms of argument, compare and contrast, generate and test hypotheses, debate different positions on issues, brain storm ideas, combine information in original ways.	The teacher respects and responds to students input. The teacher takes advantage of teachable moments when students challenge conventional solutions. The teacher acknowledges student participation that is out of the box. The teacher plans for and provides opportunities for the students to express themselves. Students identify similarities and differences. Teacher requires students to respond to question that ask why and how. Teacher requires students to identify key concepts and underlying principles, evaluate sources of information, reflect, examine forms of argument, compare and contrast, generate and test hypotheses, debate different positions on issues, brain storm ideas, combine information in original ways, most of the time.	Students are rarely asked to go beyond a restatement of facts. Students are expected to mirror or mimic or re-create teacher responses.	Critical thinking is not evident either through teaching strategies or through student learning.
Competency 2.7	**Maximize Instructional Time**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*	Students arrive on-time and class starts on time -Routines, transitions, and procedures are well-	-Some students may arrive late (unexcused) for class. Teacher may start class late -Routines, transitions, and	-Students may frequently arrive late (unexcused). Teacher may frequently start class late

		-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher -Students are never idle while waiting for the teacher (for example, during attendance) -All students are on-task and follow instructions of teacher without much prompting -Disruptive behaviors and off-task conversations are always addressed without major interruption to the lesson	executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher -Students are only ever idle for brief periods of time (for example, during attendance) -Teacher delegates instructional time appropriately so as best to lead students towards mastery of objective -Almost all students are on-task and follow instructions of teacher without much prompting and disruptive behaviors are addressed. -Disruptive behaviors and off-task conversations are rare. When they occur, they are almost always addressed without major interruption to the lesson.	procedures are in place, but require significant teacher direction or prompting to be followed -Students are sometimes idle for short periods (for example, during attendance) without anything to do -Teacher may delegate instructional time inappropriately. -Significant prompting from the teacher is necessary for students to follow instructions and remain on-task -Disruptive behaviors and off-task conversations sometimes occur. They may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem	-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 may be idle for significant periods of time -Even with significant prompting, students frequently do not follow directions and are off-task -Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments. -Classroom management is generally poor and wastes instructional time
Competency 2.7a.1	**Maintains class routine to the best of his/her ability considering special student or school circumstances**	Classroom routine is evident. Students are engaged in learning immediately upon entering the classroom.	Transitions are orderly. A class routine is evident.	Students enter the classroom with little idea of how the day will begin. Student down time with little learning is evident. The class routine requires more structure.	A class routine is not evident. Time off task is abundant. Too much instructional time is unproductive.
Competency 2.7a.3	**Implements rules, discipline plan, procedures, and routines**	The teacher models and follows a discipline plan. Program rules are displayed, discussed, and followed by the students. The teacher handles discipline problems (except severe) within the classroom.	The teacher follows a discipline plan. Program rules are communicated to students and understood. The teacher handles discipline problems (except severe) within the classroom. A routine is evident. Students	There is a lack of evidence of the teacher choosing to follow a discipline plan. Rules are not consistently followed. The teacher handles few discipline problems within the classroom. A routine is not evident. Few students	The teacher does not follow a discipline plan. Program rules are not evident. The teacher handles few if any discipline problems. No routine is evident. The students assume no ownership of the class.

		Evidence of student mastery of routine is apparent. Students assume considerable responsibility for efficient operation.	assume some responsibility for an efficient operation.	assume responsibility for efficient operation.	
Competency 2.8	**Create Classroom Culture of Respect and Collaboration**	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance -Students reinforce positive character and behavior and discourage negative behavior amongst themselves	-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 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	-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of program norms -Students are given opportunities to show respect, 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	-Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior -Students do not respect each other even with teacher intervention -Teacher rarely or never praises positive behavior -Teacher rarely or never addresses negative behavior
Competency 2.8a.1	**Creates climate conducive to learning**	Classroom is inviting, welcoming, a variety of resources are available, rules and expectations are evident. Evidence of a positive student-teacher interaction takes place. Provides positive reinforcement appropriately to the situation. Attempts to motivate students to achieve. Attempts to maintain appropriate positive relationships with students. Students are on task.	Multiple evidences of exemplary are in place, but not all. Provides positive reinforcement appropriately to the situation. Attempts to motivate students to achieve. Attempts to maintain appropriate positive relationships with students. Students are on task the vast majority of the time. Students make orderly	Rules and expectations, resources, and teacher-student interaction appears forced. Uses positive reinforcement on occasion but may reinforce negative behavior. Attempts to motivate students are sporadic. Fails to maintain positive relationships with some students. Students are off task on multiple occasions.	Seldom provides positive reinforcement. Seldom attempts to motivate students to achieve. May fail to maintain appropriate positive relationships with a number of students. Students frequently off task.

		Students make orderly transitions.	transitions the vast majority of the time.		
Competency 2.8a.2	**Treats students equitably**	Teacher develops and maintains an environment that is responsive and respectful of cultural, gender and economic backgrounds. The teacher treats all students equitably. Personal interaction is evident. Behavioral standards are enforced consistently.	Teacher develops and maintains an environment that is responsive and respectful. The teacher treats the majority of students in an equitable manner. Behavioral standards are enforced most of the time.	The teacher may maintain a respectful classroom environment but it is not responsive to cultural, gender or economic differences. Certain students treated differently than others. Behavioral standards are enforced inconsistently.	The classroom environment is not respectful of all or responsive to cultural, gender or economic differences. Inappropriate comments or responses by students do not illicit a teacher response. Behavioral standards are not enforced or are enforced inconsistently.
Competency 2.8a.3	**Encourages positive social interaction**	-The teacher teaches students to solve conflicts. -The teacher has an expectation of positive social interactions. -The teacher addresses negative actions. -Student monitoring by the teacher is and preventative. -Students correct other students respectfully. -The teacher models respectful social interaction among students and colleagues. Most students treat teacher(s) with respect	Most exemplary descriptors of encouraging positive social interaction are evident but not all. Some students treat teacher(s) with respect.	Conflicts are not resolved. The teacher addresses negative actions inappropriately. Few expectations of student behavior are communicated. The teacher is reactive. Students are allowed to talk disrespectfully without a response from the teacher. On multiple occasions students may treat teacher disrespectfully.	No conflict resolution is apparent. The teacher does not deal with student conflicts. Students frequently treat teacher disrespectfully.
Competency 2.9	**Set High Expectations for Academic Success**	*For level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Students participate in forming academic goals for themselves and analyzing their progress -Students demonstrate high academic expectations for themselves	-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 feel shy about asking questions or bad about answering	-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 for help when needed or give-up easily)	-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 discouraging comments from the teacher or peers

		-Student comments and actions demonstrate that they are excited about their work and understand why it is important	incorrectly). -Teacher celebrates high quality academic work	-Teacher may praise the academic work of some, but not others	-Teacher rarely or never praises academic work or good behavior -High quality work is rarely or never displayed in the classroom
Competency 2.9a.1.	**Selects academic and behavioral objectives/goals appropriate for the ability of the students**	Goals or objectives/goals address various learning needs of individual students and groups. Goals or objectives/goals allow varied pace of learning and student mastery. Some objectives/goals are easy to obtain, some more difficult. Content consistent with grade level standards or student academic need is developmentally appropriate and relevant.	Goals or objectives/goals meet the needs of the majority. Content consistent with grade level standards or student academic need is developmentally appropriate and relevant.	Objectives/goals are the same for all students. On multiple occasions content is inconsistent with grade level standards or is not developmentally appropriate and relevant.	Objectives/goals are vague, non-existent, and not communicated. Frequently content inconsistent with grade level standards or is not developmentally appropriate and relevant.
Competency 2.9a.2	**Communicates expectations**	The teacher addresses behavioral standards for the classroom. The teacher communicates expectations to students and parents in a variety of ways throughout the school year. Expectations are consistently high for learning and behavior for all students. Students demonstrate understanding of consequences.	The teacher communicates classroom and behavioral expectations to students and parents. Expectations are high for learning and behavior. Students demonstrate understanding of consequences.	Expectations are not consistently communicated to students. Behavioral standards are inconsistent and poorly communicated. High expectation for all students is not evident.	Expectations are never addressed or communicated. Classroom behavioral expectations are not evident. Communication between teacher and students and teacher and parents is non-existent.

DOMAIN 3: Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.2	**Collaborate with Peers**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Go above and beyond in seeking out opportunities to collaborate -Coach peers through difficult situations -Take on leadership roles within collaborative groups.	**Teacher will:** -Seek out and participate in regular opportunities to work with and learn from others -Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** -Participate in occasional opportunities to work with and learn from others -Ask for assistance when needed **Teacher may *not*:** -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	**Seek Professional Skills and Knowledge**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions	**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 practices	**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	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
3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** -Display commitment to the education of all the students. -Make changes and take risks to ensure student success	**Teacher will:** -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement.	**Teacher will:** -Display commitment to the education of most but not all his/her students	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course.

Core Professionalism Rubric

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

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

Appendix A

LSC Forms

Lafayette School Corporation
Baseline Data Form

Teacher Name: _____
Assessment: _____

STUDENT NAME (last, first)	Assessment Score	High/Avg/Low

Lafayette School Corporation
Mid-Course Progress Check In

Teacher _____
Grade Level _____
Evaluator _____
Date _____

Please complete and submit to your evaluator at least two school days before check in.

1) Which students are struggling/exceeding expectations? What are you doing to support them?

2) Are there student issues substantial enough to affect your student's learning? What assistance do you need?

LSC Optional Pre-Observation Form – Teacher

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

SCHOOL:
OBSERVER:
TEACHER:
GRADE/SUBJECT:
DATE AND PERIOD OF SCHEDULED OBSERVATION:

Dear Teacher,

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

1. What learning objectives or standards will you target during this class?

2. How will you know if students are mastering/have mastered the objective?

3. Is there anything you would like me to know about this class in particular?

4. Are there any skills or new practices you have been working on that I should look for?

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

LSC Optional Pre-Observation Form – Evaluators

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

SCHOOL

OBSERVER

TEACHER

GRADE/SUBJECT

DATE OF OBSERVATION

START TIME

END TIME

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

Domain 2: Areas for Improvement Observed in the Classroom (Identify specific competencies)

Domain 2: Analysis of information (including strengths and weaknesses) in Planning:

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

Action Steps for Teacher Areas of Improvement:

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

LSC Optional Post-Observation Form – Teacher

SCHOOL:
OBSERVER:
TEACHER:
GRADE/SUBJECT:
DATE OF OBSERVATION:
START TIME:
END TIME:

Dear Teacher,

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

1. How do you think the lesson went? What went well and what didn't go so well?

2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lessons? If not, why do you think it did not go as planned?

3. If you were to teach this lesson again, what would you do differently?

4. Did the results of this lesson influence or change your planning for future lessons?

LSC Optional Mid-Year Professional Practice Check-In Form

SCHOOL:

OBSERVER:

TEACHER:

GRADE/SUBJECT:

DATE OF OBSERVATION:

START TIME:

END TIME:

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

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

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

Domain 1: Planning	**Mid-Year Assessment of Domain 1**
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**
Domain 2: Instruction	**Mid-Year Assessment of Domain 2**

2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**
2.3 Engage Students in Academic Content	

Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv.Nec 2- Ineff. N/A**
2.4 Check for Understanding	_____
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**
2.5 Modify Instruction as Needed	_____
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**

2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	_____
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**

2.7 Maximize Instructional Time	_____
Mid-Year Rating (Circle One)	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**

2.9 Set High Expectations for Academic Success	
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**

Domain 3: Leadership	**Mid-Year Assessment of Domain 3**
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	_____
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**
Domain 4: Professionalism	**Mid-Year Assessment of Domain 4**

1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	_____
Mid-Year Rating	**4- High Eff. 3- Eff. 2-Improv. Nec 2- Ineff. N/A**

LSC Observation Form – Effective Instruction

Note: It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluatorpreference.

School:
Observer:
Teacher:
Grade/Subject:
Date of Observation
Start Time:
End Time:

Teacher Effectiveness Rubric Scoring
Number of Formal Observations: __
Number of Informal Observations: ____

2.1 Objective	
Evidence	**Indicator**
2.2 Content	
Evidence	**Indicator**
2.3 Engagement	
Evidence	**Indicator**

2.4 Understanding	
Evidence	**Indicator**
2.5 Modify Instruction	
Evidence	**Indicator**
2.6 Rigor	
Evidence	**Indicator**

2.7 Maximize Instructional Time	
Evidence	**Indicator**
2.8 Classroom Culture	
Evidence	**Indicator**
2.9 High Expectations	
Evidence	**Indicator**
Overall Strengths	
Overall Areas for Improvement	

Domain 4: Professionalism	**Final Assessment of Domain 4**
1. **Attendance** 2. **On-time Arrival** 3. **Policies and Procedures** 4. **Respect**	
Current Rating	**Meets Standards** **Does not meet standards**

LSC Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important, but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	**Achieved**
1.	
2.	
3.	

Name:		
School:		
Grade Level (s):		Subject(s):
Date Developed		Date Revised
Primary Evaluator Approval	*x* _____	*Teacher Approval* *x* _____

Professional Growth Goal #1

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

Lafayette School Corporation
Teacher Scoring Worksheet- Teacher Effectiveness Rubric Final Score for

Teacher Effectiveness Calculation

Part 1: Instructions: Add scores for each domain together. Add one point for each highly effective score within the domain. To average each domain, divide the total domain score by the number of domain scores, and then place the answer in the Domain Total Column (A). for that particular domain. Then, multiply each domain score by its weight, and place that number in the Total Score column (B) for each domain. Add the scores in Column B to find the total Domain score. Place that score in box C.

Table 1

	Domain Total (A)	**Weight**	**Total Score (B)**
Domain 1		.10	
Domain 2		.75	
Domain 3		.15	
TOTAL Domain Score (C)			

Part 2: Instructions: For the **FINAL** score for the teacher effectiveness rubric, take the total domain score from Table I and place it in the first box of Table 2. **Subtract** .5 if any professional expectation indicator has not been met. If the professional expectations were met, put a 0 in each box. Subtract any expectations not met from box 1 to find TOTAL TER Score.

Table 2

Total from Part 1	
Core professionalism	
TOTAL TER Score	

My TOTAL TER Score is_____(note: this is 100% of your total evaluation score and will need to be placed in the teacher scoring worksheet).

Teacher signature_____

Evaluator signature_____

Lafayette School Corporation will use the following to assign a ranking:

3.5-4= Highly Effective
2.5-3.4- Effective
1.5-2.5- Needs Improvement
1.4 and below Ineffective
**NOTE: A rating of Needs Improvement or Ineffective deems negative impact on student achievement and growth.

Instruction Conversation/Audit Form
Lafayette School Corporation
Teacher Name:
Observer Name:
Date:

ALTERNATIVE EDUCATION TEACHER

4 - Highly Effective 3 - Effective 2 - Needs Improvement 1 - Effective

PLANNING

	Utilizes assessment data to plan (1.1)
	Develops annual student achievement goals (1.2)
	Objectives/goals are appropriate (1.2a)
	Tracks student data (1.3)

SUPPORTING INSTRUCTION

	Engages students in academic content (2.3)
	Classroom routines are established (2.4) (2.7a.1)
	Checks for understanding (2.4a)
	Uses authentic assessments as appropriate (2.4a)
	Assigns unguided practice (2.4)
	Students have work to complete that is related to appropriate standards (2.4)
	Modifies instruction as needed (2.5)
	Adjusts practices accordingly to individual students (2.5a.1)
	Encourages critical thinking (2.6a.1)
	Time is used effectively (2.7)
	Students follow classroom rules (2.7a.3)
	Students follow classroom routines (2.7a.3)
	If student fails to follow classroom rules, the student demonstrates an understanding of consequences
	Students treat students with respect (2.8)
	Students treat teacher with respect (2.8)
	Teacher attempts to maintain appropriate positive relationships with students (2.8)
	Teacher creates a climate conductive to learning (2.8a.1)
	Behavioral standards are enforced consistently (2.9a.2)
	Students complete work, not teacher (2.9)

LEADERSHIP

	Collaborates with peers (3.2)
	Seeks new learning and professional development (3.3)
	Displays commitment to student success of all students (3.4)

Lafayette School Corporation
Teacher Name:
Observer Name:
Date:

PROFESSIONAL SCHOOL COUNSELOR K-8)

4 - Highly Effective 3 - Effective 2 - Needs Improvement 1 - Effective

PLANNING

	Creates measurable and explicit goals aligned to school improvement goals (1.1)
	Plans lessons that contain best practices and research (1.3)

SUPPORTING INSTRUCTION

	Collaborates with stakeholders to enhance student success (2.1)
	Incorporates new knowledge of current tends in student development and/or academic achievement (2.2)
	Supports students in making decisions, setting goals, and taking appropriate action (2.3)
	Engages students in problem solving or critical thinking (2.4)
	Activities and materials are appropriate for students (2.5)
	Students respect others (2.7)
	Assists student to identify resources (2.8)
	Implements prevention programs for students (2.8)
	Addresses the diverse needs of students by providing individual group, and class guidance (2.5)
	Provides services to all students (2.10)
	Fosters a clear understanding of diversity, ethnicity, and culture (2.10)

LEADERSHIP

	Provides leadership in a way that directly benefits students, families, and stakeholders (3.2)
	Collaborates with teachers to increase awareness of students' needs (3.3)
	Respects students confidentiality (3.4)
	Delivers an effective comprehensive school counseling program (3.5)
	Serves as a positive role model (3.6)
	Advocates for all students (3.6)
	Promotes ethical standards (3.6)

Instruction Conversation/Audit Form
Lafayette School Corporation
Teacher Name:
Observer Name:
Date:

ADAPTIVE PE/OT/PT/AAC

4 - Highly Effective 3 - Effective 2 - Needs Improvement 1 - Effective

PLANNING

	Understands how disabled students learn (1.1)
	Clear long term learning plan (1 year) aligned with standards (1.2()
	Lessons have measurable goals and align with standards and IEPs (1.3)
	Lessons accommodate students' needs, goals, styles and interest (1.4)
	Engages students (1.5)
	Assesses students with formative and summative measures (1.7)
	Lessons incorporate diverse learning strategies and materials (1.8)
	Room arrangement enhances student performance (1.9)

CLASSROOM MANAGEMENT

	Fair and respectful toward each student (2.1)
	Climate foster learning (2.2)
	Develops student self-discipline and responsibility (2.4)
	Maximizes academic learning time (2.7)

SUPPORTING INSTRUCTION

	Encourages students to achieve high learning expectations (2.8)
	Communicates lesson objectives (2.10)
	Activates students' prior knowledge (2.1)
	Provides explicit instruction (2.12)
	Utilizes a variety of teaching strategies and best practices (2.13, 2.14)
	Assigns meaningful homework (2.17)
	Understands and complies with SPED laws, procedures and timelines (2.18, 2.19, 2.20)
	Creates accurate, well written IEPs (2.23)
	Measures progress toward IEP goals (2.25)
	Provides feedback regarding goals (2.25)

FAMILY AND COMMUNITY OUTREACH

	Communicates respectfully with parents (3.1)
	Promptly and frequently informs parents of positive and negative news (3.3)
	Provides detailed feedback to parents about student progress (3.5)
	Pursues professional development opportunities (3.7)

Instruction Conversation/Audit Form
Lafayette School Corporation
Teacher Name:

Observer Name:
Date:

AUTISM CONSULTANT DIAGNOSTICIAN TRANSITION COORDINATOR

4 - Highly Effective 3 - Effective 2 - Needs Improvement 1 - Effective

PLANNING

	Communicates respectfully with parents (1.1)
	Give parents clear expectations for student learning (1.2)
	Communicates necessary information and secures permissions from family, physicians and other providers (1.2, 1.6, 1.7)
	Provides feedback on student progress with parents (1.4)
	Responsive to parent concerns (1.5)

SUPPORTING INSTRUCTION

	Consults with colleagues (2.1)
	Provides plans to teacher, administrator, and parents (2.2)
	Communicates with staff, administrators, and parents (2.4)
	Contributes ideas to further the school's mission (2.5)
	Meets with colleagues weekly to share ideas to aid in improvement for student

LEADERSHIP

	Follows legal and ethical guidelines (3.1)
	Informs the administrator of any concerns (3.2)
	Seeks feedback for improvement (3.3)
	Integrates best practices (3.4)
	Actively involved in school/district events (3.5)

Lafayette School Corporation
Administrator Name:
Observer Name:
Date:

SCHOOL/DISTRICT ADMINISTRATOR MID YEAR FEEDBACK FORM

4- Highly Effective 3 - Effective 2 - Needs Improvement 1 - Effective

PLANNING

	Recruits and hires thoughtfully and appropriately (1.1)
	Supports teachers by honest and timely evaluations, acquires help for or assists struggling staff (1.2)
	Provides and/or attends professional development for staff (1.3)
	Supports and develops leaders in their building (1.4)
	Delegates work appropriately (1.5)
	Thoughtfully hires and assigns certified and classified staff (1.6)
	Develops thorough remediation plans and monitors success (1.7)

INSTRUCTIONAL LEADERSHIP

	Creates and monitors progress toward school goals (2.1)
	Motivates staff to know and work toward supporting school goals (2.1)
	Frequently observes classrooms and provides prompt quality feedback (2.2)
	Encourages collaboration and teamwork (2.3)
	Promotes the effective use of instructional time (2.4)
	Sets high student academics and behavior expectations (2.)
	Makes sure students are on task, respectful and learning (2.5)
	Creates rigorous student/schoolwide goals (2.6)
	Frequently meets with teachers on data and works with staff to use data to inform instruction (2.7)

SCHOOL/DISTRICT LEADERSHIP

	Models ethical and respectful behavior and expects everyone to do the same (3.2)
	Monitors progress toward school goals (3.2)
	Prioritizes activities to maximize learning (3.2)
	Uses feedback requests and reflects on feedback and uses it to improve student/staff performance (3.3)
	Takes on voluntary responsibilities for district success (3.4)
	Creates community partnerships to help increase student achievement/growth (3.4)
	Takes risks and removes barriers to support student growth (3.4)
	Students, parents, and staff understand the need for urgency and continuous improvement (3.5)

	Communicates with a variety of stakeholders in a variety of ways (parents, students, families, community, central office, LEA (2.6)
	Works toward and monitors progress or change (3.7)
	Secures cooperation from stakeholders and implementing change/improvement (3.7)
	Seeks ways to collaborate with colleagues and shares ideas frequently (3.8)
	Creates/maintains community partnerships to help increase student achievement/growth (3.9)
	Creates a positive safe climate for all (3.9)
	Encourages and celebrates successes of staff and students (3.9)
	Regularly assesses student/staff morale and is responsive to the building climate and learning environment (3.9)

Appendix B Principal and Central Office Forms

Lafayette School Corporation
Principal Leadership and Development
Effectiveness Framework
Based on Indiana RISE

The Principal Effectiveness Rubric was developed for three key purposes.

- **To Shine a Spotlight on Great Leadership**: The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

- **To Provide Clear Expectations for Principals**: The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement/growth.

- **To Support a Fair and Transparent Evaluation of Effectiveness**: The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

How is the Principal Effectiveness Rubric organized?

- The rubric is divided into three domains:
    - Domain 1. Planning for Teacher Effectiveness
    - Domain 2: Instructional Leadership
    - Domain 3: Leadership

Each section is weighted.

How do I ensure the effective implementation of the Principal Effectiveness Rubric?

1. Training and support: Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. Accountability: The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. Credible distribution: If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations

invalid if results are inflated.

4. Decision-making: Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

Domain 1: Planning for Teacher Effectiveness

Great principals know that a teacher quality is the most important in school factor relating to student achievement/growth. Principals drive effectiveness through (1) their rate as a human capital manager and (2) by providing instructional leadership. Ultimately principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
1.1	**Hiring and retention**	**At level 4, a principal fulfills the criteria for Level 3 and additionally is:** 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 through the hiring process as evidenced by gains in student achievement/growth and teacher evaluation results, or shift of school culture. Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision.	**Principal recruits, hire, and supports teachers by:** Consistently and correctly using a significant majority of teachers' displayed levels of effectiveness and prior performance the primary factor in recruiting, hiring, and assigning decisions. Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement/growth and growth. Aligning personnel decisions with the vision and mission of the school.	**Principal recruits, hires, and supports effective teachers by:** Occasionally using teachers' displayed levels of effective or poor performance 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.	**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 engaging decisions. Rarely or never demonstrating the ability to increase any teachers' effectiveness. Rarely or never applying the school's vision/mission to HR decisions.
1.2	**Evaluation of teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** -Monitoring the use of time and/or evaluation	**Principal prioritizes and applies teacher evaluations by**: Prioritize the time and/or resources necessary to ensure the evaluation of	**Principal somewhat prioritizes and applies teacher evaluations by:** Allocating insufficient time and/or resources necessary to ensure the	**Principal does not prioritize and apply teacher evaluations by:** Failing to prioritize the time and/or resources necessary to ensure the

		procedures to consistently improve the evaluation process.	every teacher in the building. Using teacher evaluations to credibly differentiate the performance of teachers. Following all processes and procedures outlined in the corporate evaluation plan for all staff members.	evaluation of every teacher in the building. Using teacher evaluations to partially differentiate the performance of teachers. Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	evaluation of every teacher in the building. Rarely or never using teacher evaluation to differentiate the performance of teachers. Failing to follow all processes outlined in the corporation evaluation plan for staff members.
1.3	**Professional Development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Frequently creating learning opportunities at which highly effective teachers support their peers. Monitoring the impact of implemented learning opportunities on student achievement/growth. Effectively and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. Encourages staff to attend district professional development and attends with staff.	**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. Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal somewhat 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 formats. Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:** Providing generic or low quality learning opportunities unrelated too uninformed by student academic performance data. Providing no variety in format of learning opportunities. Failing to provide professional learning opportunities based on evaluation results.
1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Creating frequent leadership opportunities	**Principal develops leadership and talent by:** Encouraging, supporting teacher leadership and creates opportunities for teacher leaders.	**Principal somewhat develops leadership and talent by:** Somewhat supporting and encouraging teacher leaders.	**Principal does not develop leadership and talent by:** Rarely or never supports and/or encourages teacher leaders.

		for teacher leaders. Encouraging and supporting teacher leadership. Systematically providing opportunities for emerging teachers to distinguish themselves and giving them the authority to complete the task. Recognizing and celebrating emerging leaders.	Providing format and informal opportunities to mentor emerging leaders. Promoting support and encouragement of leadership and growth by creating leadership opportunities for teachers and/or assigning teachers to leadership opportunities within the building.	Proving formal and informal opportunities to mentor some, but not all emerging leaders. Providing some support and encouragement of leadership and growth as evidenced by assignment of some/few teachers to existing teacher leadership positions..	Rarely or never provide mentorship to emerging leaders. Providing no support and encouragement of leadership and growth. Frequently assigns responsibilities without allocating necessary authority.
1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** 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.	**Principal delegates tasks and responsibilities appropriately by:** Often 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.	**Principal somewhat 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.	**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.
1.6	**Strategic Assignment**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** - Leveraging teacher effectiveness to further generate student success by assigning	**Principal uses staff placement to support instruction by:** Strategically assigning teachers and staff to employment positions based on qualifications, performance, and	**Principal somewhat uses staff placement to support instruction by:** Systematically assigning teachers and staff to employment positions based on several factors without always holding	**Principal does not use staff placement to support instruction by:** Assigning teachers and staff based on employment positions purely on qualifications, such as license or

		teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses	demonstrated effectiveness (when possible) and in a way that supports school goals and maximizes achievement/growth for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement/growth	student academic needs as the first priority in assignment when possible. Occasionally assigning support staff to teachers and classes as necessary to support student achievement/growth.	education, or other determiner not directly related to student learning or academic needs Rarely or never assigning support staff to teachers and classes as necessary to support student achievement/growth.
1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Staying in frequent communication with teachers on remediation plan to ensure necessary support: Tracking remediation plans in order to inform future decisions about effectiveness of certain supports	**Principal addresses teachers in need of improvement or ineffective by:** Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans Following district policy in counseling out or recommending for dismissal ineffective teachers.	**Principal somewhat addresses teachers in need of improvement or ineffective by:** Developing most, but not all, remediation plans per district policy**.** Occasionally monitoring the success of remediation plans; Occasionally following district policy in counseling out or recommending for dismissal ineffective teachers.	**Principal does not address teachers in need of improvement or ineffective by:** Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following district policy in counseling our or recommending for dismissal ineffective teachers.

Planning for Teacher Effectiveness Score: Add all scores in this section. Divide by number of indicators. Place Teacher Planning Score Here:

_____Planning for Teacher Effectiveness Score

Domain 2: Instructional Leadership

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
2.1	**School and District Goals**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Monitoring and measuring progress towards the school and district goals Frequently revisiting and discussing the goals to ensure appropriateness and rigor Cultivating complete commitment to and ownership of the school and district goals fully within the school and that spreads to other stakeholder groups	**Principal supports school wide and district goals by:** Creating and supporting goals that are specific, measurable, ambitious, rigorous, and timely and increase student achievement/growth Defining specific instructional and behavioral actions linked to the schools goals Ensuring all key decisions are aligned to the school goals Cultivating commitment to and ownership of the school and district goals within the majority of the teachers and students, as evidenced by the goals being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal somewhat supports school wide and district goals by:** Creating and or supporting goals that are measurable, ambitious, rigorous, and timely most of the time. Goals may or may not be relevant to student achievement/growth. District goals many not be consistently supported. Making significant key decisions without alignment to the school /district goals. Cultivating a level of commitment to these goals that encapsulates some, but not all, teachers and students.	**Principal does not support school wide or district goals by:** Failing to adopt school wide goals OR creating weak goals that are not measurable, ambitious, rigorous, and timely and do not increase student achievement/growth, or not supporting district goals. Decision making happens without focusing on these school goals or district goals. Implementing goals without cultivating commitment and urgency as evidenced by a lack of stakeholder awareness.
2.2	**Classroom Observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Creating systems and schedules ensuring all teachers are frequently observed and these	**Principal uses classroom observations to support student academic achievement/growth by:** Visiting all teachers frequently (announced and unannounced) to	**Principal uses classroom observations to somewhat support student academic achievement/growth by:** Occasionally visiting teachers to observe	**Principal does not support student achievement/growth by:** Occasionally, rarely or never visiting teachers to observe instruction Rarely or never analyzing

		observations are understood by the principal, teachers and students to be of top priority. Monitoring the impact of feedback provided to teachers	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.	instruction; Occasionally analyzing student performance data to drive instruction and evaluate instructional quality. Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving outcomes	student performance data OR does not derive meaning from analysis of data Rarely or never provides feedback to teachers or provides feedback to teachers that is unrelated to student outcomes and/or school wide goals or achievement/growth.
2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges Holds collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** Establishing a culture of collaboration surrounding student learning and achievement/growth Encouraging teamwork, reflection, conversation, sharing, openness and collective problem solving Aligning teacher collaborative efforts to the school's goals.	**Principal somewhat supports teacher collaboration by:** Establishes a culture of collaboration but does not have clear or specific focus on student learning and achievement/growth Limited support and encouragement of teamwork Occasionally aligning teacher collaborative efforts to school goals.	**Principal does not support teacher collaboration by:** Failing to establish or support a culture of collaboration Discouraging teamwork, openness, and collective problem solving by failing to provide or assist staff with information pertaining to problems and/or ignoring feedback. Rarely or never aligning teacher collaborative efforts to instructional practice.
2.4	**Instructional Time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** - Systematically monitoring the use of instructional time to create innovative opportunities for increased and/or	**Principal supports instructional time by**: Removing sources of distractions of instructional time Promoting the effective use of instructional time Ensuring every minute of instructional time is	**Principal somewhat supports instructional time by:** Removing only major sources of distractions of instructional time Attempting to promote the effective use of instructional time but is hindered by issues such as	**Principal does not support instructional time by:** Failing to establish a culture in which instructional time is the priority as evidenced by discipline issues, attendance, interruptions to the school day, etc.

		enhanced instructional time	maximized in the service of student learning and achievement/growth, and is free from distraction.	school discipline, lack of high expectations, etc.	Rarely or never promoting the effective use of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time
2.5	**High Expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Inviting community members and other partners into the establishment and support of high academic and/or behavior expectations; 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 Supports teachers, staff and students in fulfilling high expectations.	**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.	**Principal somewhat supports high academic and behavioral expectations by:** Setting clear expectations for student academics and behavior but fails to consistently hold students to these expectations Setting expectations but fails to empower students and/or teachers to set expectations high for student academics and behavior.	**Principal does not high academic and behavior expectations by:** Accepting poor academic performance and/or student behavior. Failing to have high expectations or sets unrealistic or unattainable goals.
2.6	**Academic Rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and**	**Principal establishes academic rigor by:**	**Principal somewhat establishes academic rigor by:**	**Principal does not support academic rigor by**:

		additionally is: -Creating systems to monitor the progress towards rigorous academic goals ensuring wins are celebrated when goals are met and new goals reflect achievement/growths.	-Creating rigorous goals and priorities that are focused on student learning and school wide achievement/growth.	-Creating below average academic goals	Failing to create academic goals and/or priorities or creating goals that are not ambitious Consistently sets and abandons ambitious academic goals.
2.7	**Data Usage in Teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Using data as a basis of decision making in a transparent way and communicated to all stakeholders Monitoring the use of data in formulating action plans and/or goals to identify areas where additional intervention is needed.	**Principal utilizes data by:** Orchestrating and encouraging frequent and timely team collaboration for data analysis Developing and supporting others in formulating action plans for intentional implementation that are based on data analysis.	**Principal somewhat 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 organizes efforts to analyze data Rarely or never applies data analysis to develop action plans

Instructional Leadership Score: Add all scores in this section. Divide by number of indicators. Place Instruction Score Here:

_____Instructional Leadership Score

Domain 3: School Leadership

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
3.1	**Professionalism**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Creating systems and 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.	**Principal displays professionalism by:** Modeling professional, ethical, and respectful behavior. Expecting students and colleagues to display professional, ethical and respectful behavior.	**Principal somewhat demonstrates and/or supports professionalism by:** Failing to model professionalism the majority of the time, but does understand professional expectations. Inconsistently holding students, staff, and teachers to professional, ethical, and respectful behavior expectations.	**Principal does not support professionalism by:** Failing to model professionalism and models behaviors counter to professional expectations Rarely or never holds students, staff, and teachers to professional, ethical, and respectful behavior expectations.
3.2	**Time management**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Monitoring progress toward established school/district priorities and objectives and intentionally responding where there is a need. Monitoring use of time to identify areas that are not effectively utilized	**Principal manages time effectively by:** Monitoring progress toward established school/district priorities and objectives. Identifying and consistently prioritizing activities with the highest leverage on student achievement/growth.	**Principal somewhat manages time effectively by**: Establishing short- term and long term objectives that are not clearly aligned and connected by intermediate objectives, turns in some district level reports, communication, or information after determined due dates. Occasionally priorities activities unrelated to student achievement/growth	**Principal does not manage time effectively by:** Rarely or never establishing timely objectives or priorities, turns in reports, communication, or information significantly after determined due dates or not at all. Regularly prioritizing activities unrelated to student achievement/growth.

3.3	**Using feedback to improve student performance**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is**: 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 Meaningfully reflects on student feedback. Informing stakeholders of actions based on feedback.	**Principal uses feedback to improve student performance by:** Actively obtains and/or reflects on feedback from all key stakeholders Acting upon feedback to shape strategic priorities to be aligned to student achievement/growth.	**Principal somewhat uses feedback to improve student performance by**: Accepting feedback from any stakeholder when offered but does not seek out such input Occasionally acting upon feedback to shape strategic priorities aligned to student achievement/growth.	**Principal does not use feedback to improve student performance by**: Regularly avoiding or devaluing feedback Rarely or never applying feedback to shape priorities.
3.4	**Initiative and persistence**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Consistently meeting or exceeding typical expectations to accomplish ambitious goals Regularly identifies, communicates and addresses the school or district's most significant obstacles to student achievement/growth Engaging with key stakeholders at the district and state level,	**Principal displays initiative and persistence by**: Consistently achieves or makes meaningful progress toward goals Takes on voluntary responsibilities that contribute to student/district success Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement/growth;	**Principal displays some initiative and persistence by:** Achieves some goals Occasionally takes on additional voluntary responsibilities that contribute to school/district success Occasionally takes risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement/growth Rarely seeks out potential partnerships with groups	**Principal does not display initiative and persistence by** Rarely or never achieving expected goals Rarely or never takes on additional voluntary responsibilities that contribute to school./district success Rarely or never takes risks to support students in achieving results Never seeks out potential partnerships.

		and within the local community to create solutions to the school's most significant obstacles to student achievement/growth.	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement/growth.	and organizations with the intent of increasing student achievement/growth. -	
3.5	**Culture of Urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** - Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement	**Principal creates an organizational culture of urgency by:** Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; - Leading a pursuit of these expectations.	**Principal somewhat creates an organizational culture of urgency by:** Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations while failing to include other stakeholders; Occasionally leading a pursuit of these expectations.	**Principal does not creating an organizational culture of urgency by:** Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations Failing to identify the efforts of students and teachers, thus unable to align these efforts.
3.6	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** To the extent possible, communicating key concepts in a timely manner Reviewing interactions with stakeholders, revising approach, and expanding scope of communications when appropriate Reflecting on success of different approaches to communicating to identify the most appropriate channel of communication in specific situations.	**Principal skillfully and clearly communicates by:** Communicates key concepts such as the school's goals, needs plans, and successes Interacting and creating positive relationships with a variety of stakeholders including students, families, community groups, central office, teachers association, etc. Utilizing a variety of means and approaches of communicating.	**Principal communicates by:** Communicating with some key stakeholders. Utilizing a limited number of means and approaches to communication.	**Principal does not skillfully and clearly communicate by:** Rarely or never communicates key concepts Interacts with a very limited amount of stakeholders and fails to reach the majority of key groups and organizations Does not utilize a variety of mean s and/or approaches to communication OR ineffectively uses these approaches and/or means.

3.7	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is:** Monitoring the success of strategies and revises based on strengths and weaknesses Creating cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** Using effective strategies to work toward a consensus for change and improvement Systematically manages and monitors change processes Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal somewhat creates consensus for change and improvement by:** Failing to model identifying areas where agreement is necessary but has not yet begun to implement strategies to achieve that agreement Managing change and improvement processes without building systems and allies necessary to support the process;	**Principal does not create consensus for change and improvement by:** Failing to identify areas in which agreement and/or consensus is necessary Rarely or never manages or develops a process for change and/or improvement Rarely or never seeks out feedback or secures cooperation- making unilateral, arbitrary decisions.
3.8	**Collaboration with colleagues**	**At level 4, a principal fulfills the criteria for Level 3 and additionally is** Frequently seeking opportunities to collaborate with colleagues and share ideas. Consistently provides information to colleagues about best practices or ideas that have shown promise. Encouraging and supporting colleagues in a variety of ways. Seeks out opportunities to mentor novice administrators.	**Principal creates a culture of collaboration within the administrative team by:** Seeking multiple ways to collaborate with colleagues Sharing information and ideas about best practices or ideas that have shown promise.	**Principal somewhat creates a culture of collaboration within the administrative team by:** -Collaborating with colleagues occasionally or occasionally sharing ideas	**Principal does not create a culture of collaboration within the administrative team by:** Refusing to collaborate with colleagues or withholding ideas that need to be shared or are working Creating an environment not conducive to uninhibited sharing of ideas to benefit students.
3.9	**Creates a positive school climate and culture**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally is**: Monitoring progress toward school safety for students and staff, and	**Principal creates a positive climate and culture by**: Creatively utilizing time and/or resources to create a positive climate that is	**Principal somewhat creates a positive climate and culture by:** Creating a positive environment most of the time that is conducive to	**Principal does not create a positive climate and culture by:** -safety concerns are not addressed and/or not

		uses data to assist in decision making. Giving stakeholders multiple opportunities to give feedback on school climate Seeking out new and innovative ways to increase staff AND student morale and analyzes and reflects on the implemented changes. Seeking out new and innovative ways to increase positive parental and community participation and involvement within the school, analyzes data and feedback from participation, and forms future decisions based on input.	conducive to learning in the buildings. Maintains systems to ensure a positive and safe environment for all stakeholders. Communicates safety information to all stakeholders and any known problems are addressed immediately Regularly assesses informally and/or formally assesses staff and student morale and implements changes based on assessment. Encourages and supports celebrations for staff and students. Supports and/or creates traditions for staff and students that enhance the learning and academic environment.	learning. Addresses safety concerns throughout the year rather than proactively addressing concerns. Reluctance to use data to address staff and or student morale and safety concerns. Is willing to hear input, but does not seek out feedback on morale or safety.	addressed in a timely fashion. - staff/student morale is frequently low and there is little or no effort made to increase morale to benefit a climate conducive to learning - not willing to seek or hear input based on morale or safety Communication both written and verbal, on morale or safety issues is lacking significantly.

Leadership Score: Add all scores in this section. Divide by number of indicators. Place Leadership Score Here:

_____ Leadership Score

Lafayette School Corporation

RISE

Central Office Administrator Effectiveness Rubric

Domain 1: Purposeful Planning

Central Office Administration works in collaboration with the building level administrator, parents, teachers, community members and other stakeholders to develop and implement a rigorous curriculum relevant for all students and plans for school improvement. Additionally, central office administration uses long range planning to utilize all the assets of the school corporation for the school district and students.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
1.1	**Supports the engagement of parents, community, and other stakeholders in the decision making and problem solving processes to have a positive effect on student learning and to achieve the system's vision.**	Stakeholders are consistently engaged and the problem solving process has a positive effect on student learning and achieving the vision.	Stakeholders are engaged andparticipating. Feedback is analyzed and used in decision making.	Some stakeholders are engaged, but some are not encouraged to participate or not offered opportunities to share feedback. Feedback is analyzed, and not used, or not analyzed and not used.	Stakeholders are not engaged, feedback from various groups is not ever utilized in the planning process. Groups are isolated and disenfranchised.
1.2	**Develops or leads others to develop action plans to address the results of analysis of school or area culture.**	Consistently develops or leads others to develop action plans that address the results of analysis or problem solving.	Develops or leads others to develop action plans that address the results of analysis or problem solving measures.	Develops incomplete action plans, or does not utilize others to develop action plans to address school needs.	Does not develop or lead others to develop any plans to address results of analysis or problem solving measure.
1.3	**Monitors and evaluates the use of a variety of assessment data to maximize student learning and achievement.**	Consistently monitors and evaluates school leaders' use of assessment data to design and adjust instruction to maximize student learning and achievement.	Monitors and evaluates school leaders' use of assessment data to design and adjust instruction to maximize student learning and achievement.	Occasionally monitors the use of assessment data to design instruction and/or somewhat adjusts instruction to maximize student learning and achievement.	Rarely monitors and evaluates assessment data.
1.4	**Engages school leadership in the collaborative analysis of assessment data to plan for continuous improvement for each**	School leadership is consistently and regularly engaged by central office staff in analysis of assessment data to plan for improvement for	School leadership is engaged in analysis of assessment data to plan for improvement for students, learning for	School leadership is somewhat engaged in analysis of assessment data. Data is used sometimes to plan for school improvement for	School leadership rarely is engaged in analysis of data. Data is rarely used to plan for improvement of any stakeholder group.

	student, subgroup of students, learning for teachers, and the school as a whole.	students, learning for teachers, and school improvement.	teachers, and school improvement.	students, learning for teachers, and school improvement.	

Domain 2: Effective Instruction

Central Office Administrators, working collaboratively with classroom teachers, and building administrators, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The central office administrator fosters a climate of urgency and expectation around achievement, excellence and respect.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
2.1	**Applies knowledge about adult learning to develop and implement structures that support adult learning and collaboration.**	Develops and implements structures that support learning and collaboration is encouraged to flourish.	Develops and implements structures with limited attention to either adult learning and/or collaboration	Sometimes develops structures that support either adult learning or collaboration.	Rarely implements or does not develop structures that support adult learning and collaboration.
2.2	**Monitors and evaluates the implementation of the standards based curriculum.**	Consistently and frequently monitors and evaluates the implementation of standards based curriculum.	Monitors the implementation of standards based curriculum.	Sometimes monitors the implementation of the standards based curriculum.	Rarely or ineffectively monitors the implementation of the standards based curriculum. .
2.3	**Leads and or supports the implementation of processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.**	Consistently engages or assists with engaging school leaders in a useful, needed and collaborative process to set and use benchmarks to increase student learning and support high expectations.	Engages or assists with engaging school leaders in collaborative processes to set benchmarks to increase student learning and support high expectations.	Sometimes engages or assists with engaging school leaders in collaborative processes to set benchmarks to increase student learning OR engages school leaders in unnecessary processes that result in no student learning increase.	Makes little to no effort to engage school leaders in any collaboration to increase student achievement and support high expectations.
2.4	**Monitors the implementation of the strategic plans and school**	Central office administration evaluates the implementation and	Central office administration evaluates the implementation and	Central office administration rarely evaluates the	Central office administration never evaluates the

	improvement plans and their impact on student achievement.	impact of plans based on changes in school practice and student learning using a variety of data sources.	impact of plans based on either observed changes or school data.	implementation or impact of the plans	implementation of plans or does not use data in evaluation of the impact of the plans.
2.5	**Provides interventions to address the underperformance of school leadership**	Consistently provides a variety of interventions and mentors underperforming school leaders.	Provides interventions to address underperformance of school leaders.	Provides few interventions to address the underperformance of school leaders.	The underperforming school leader is never addressed.
2.6	**Monitors and ensures that Instructional Time Is maximized**	Central office administrators communicate the sanctity of instructional time and encourage school leadership in a variety of ways to create a culture that support maximization of instructional time.	Central office administrators encourage school leadership to maximize instructional time.	Central office administrators rarely encourage the maximization of instructional time.	Central office administrators have a disregard for instructional time.

Domain 3: Leadership

Central Office Administrators develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
3.1	**Monitors schools to ensure safe, orderly and engaging learning environments, including facilities that reflect school district policies andprocedures**	Consistently monitors schools and seeks out ways to improve facilities and school learning environments.	Monitors schools. Schools are safe, orderly and engaging. Facilities are within school district policies and procedures or attempts are made to address these.	Schools are infrequently monitored. Unsafe or unruly environments sometimes exist without correction. Facilities are not reflective of corporation policy and attempts are rarely made to correct these.	Schools are not monitored. Unsafe environments occur without correction. Facilities are not reflective of corporation policy.
3.2	**Works collaboratively to implement fiscal policies that equitably and adequately distribute available resources to support the success of all students.**	Administrators engage school administrators to implement policies that are easy to understand but adequately distribute resources equitably.	Administrators establish, support, and implement policies that adequately distribute resources equitably.	Administrators infrequently distribute resources adequately and equitably or rarely establish fiscal policies that do so.	There are no policies that support the adequate or equitable distribution of resources, and none are created to assist in this process.
3.3	**Monitors and evaluates school leaders' ability to drive and sustain change in a positive collegial environment focused on continuous improvement that supports all students meeting high standards.**	Consistently works on maintaining a positive environment that is focused on student achievement and high expectations. Monitors change and evaluates administrators meaningfully and effectively.	Monitors building level change and evaluates administrators effectively.	Does not monitor building level change and/or does not complete evaluation process in a timely fashion.	Does not monitor building level change, does not complete evaluation process.

3.4	**Contribute to school district culture**	Administrator seeks out leadership roles within the school district, aimed at improving school efforts, student achievement, and staff morale. Administrator goes above and beyond in dedicating time for colleagues, teachers, students and parents outside the work day.	Administrator contributes ideas and expertise aimed at improving school efforts. Administrator dedicates time efficiently, when needed, to helping colleagues, teachers, students, and parents outside the work day.	Administrator will rarely contribute ideas and expertise aimed at improving school district efforts. Administrator rarely dedicates time outside of the work day for helping colleagues, teachers, students and parents.	Administrator never contributes ideas aimed at improving school district efforts. Little or no time outside of the school day dedicated to helping colleagues, teachers, students, and parents.
3.5	**Collaborate with Peers/Others**	Central office administrator will go above and beyond in seeking out opportunities to collaborate. Administrator coaches peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	Central office administrator will seek out and participate in regular opportunities to work with and learn from others. Administrator asks for assistance, when needed, and provide assistance to others in need.	Central office administrator will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Administrator will not seek to provide others with assistance when needed or will not regularly seek out opportunities to work with others.	Central office administrator rarely or never participates in opportunities to work with others. Administrator works in isolation and is not a team player.
3.6	**Advocate for Student Success**	Central office administrator displays commitment to the education of the students in the school district. Administrator makes changes and takes risks to ensure student success and advocate for students' needs.	Central office administrator displays commitment to the education of his/her school district students. Administrator attempts to remedy obstacles around student achievement and will advocate for students' needs.	Central office administrator displays commitment to the education of some students. However, administrator does not advocate for students' needs	Central office administrator rarely or never displays commitment to the education of his/her students. Administrator accepts failure as par for the course and does not advocate for students' 'needs.

3.7	**Communicating with the larger community**	Central office administrator proactively reaches out to parents, teachers, and establishes contacts with city, state or businesses, coordinating efforts for mutual benefit.	Central office administrator engages in outreach efforts to parents and the larger community.	Central office administrator makes sporadic efforts to engage in outreach to parents or the larger community.	Central office administrator makes no effort to engage in outreach to parents or the larger community.
3.8	**Participating in a professional community**	Central office administrator makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Central office administrator participates and develops leadership roles in a wider professional community that includes local, state, or national events.	Central office administrator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Central office administrator participates in a wider professional community that includes local, state, or national contacts.	Central office administrator relationships with colleagues are cordial, and the administrator participates in school and district events when specifically requested.	Central office administrator's relationships with colleagues are negative or self-serving, and the administrator avoids being involved in school and district events and projects.
3.9	**Seek professional skills and knowledge**	Central Office Administrator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	Central Office administrator actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	Central office administrator's participation in professional development activities is limited to those that are mandatory.	Central office administrator does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

Director of Communications and Community Engagement Rubric

Domain 1: Comprehensive Professional Communication Program (25.00%) hide/show

1.1 Establishing Communication as a Priority Through District Policy

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Seeks input from senior leaders on communications programming needs and expectations to guide policy development, researches communications policies in other districts for ideas and insight.	Articulated communications policy shares with senior leaders; referred to regularly to guide communications actions (1.1.E.1)	Communications policy loosely articulated and resides within communications department; minimal awareness of policy among senior leaders (1.1.IN.1)	Rarely communicates with key stakeholders. Does not follow board policy or set protocols (1.1.1.1)
Robust communication policy adopted by the School Board with widespread buy-in from the district (1.1.HE.2)	Series of communications protocols and regulations developed with input and review by necessary parties (1.1.E.2)	Communications protocols and regulations developed largely in response to issues or challenges (1.1.IN.2) .	.
Communications policy consistently updated in response to latest research and aligned with goals and objectives of the district. (1.1.HE.3) Policies address exceptions for potential communication (stemming			

largely from Human Resources, FOIA and FERPA) (1.1.HE.4)			

1.2 Maximizing Communication with Trained Leadership at the Executive Level

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Communications professional/department chair is a member of executive level team (1.2.HE.1)	Ready access to some key management personnel on the part of the communications part of the communications professional/department chair (1.2.E.1	Limited input from the communications department/professional into executive-level decision-making; largely in response to isolated requests (1.2.IN.1)	Does not seek input for key stakeholders. Works in a vacuum and focuses on one primary area of interest. (1.2.1.1)
Superintendent and other senior leaders easily accessible by communications professional/ department chair (1.2.HE.2)	Representation of communications department/professional on some committees (1.2.E.2)	Staff member(s) responsible for communications have little or no professional training or experience in public relations and communications (1.2.IN.2)	Little to no results and/or outcomes demonstrated by the effectiveness or lack thereof district level communications (1.2.1.2)
Communications staff input included regularly in executive-level decision-making; serves in advisory role to senior leaders (1.2.HE.3)	Communications staff sought for advice and insight on major issues (1.2.E.3)	Activities conducted by communications department limited to results/outcomes of leadership decisions (1.2.IN.3)	
Representation of	Series of strategies to	Little or no communications	

communications department/professional on all relevant committees (1.2.HE.4)	maximize communication effectiveness among senior leaders i.e.: *Drafts informational memos and talking points for various departments *Some communications training for senior leaders such as media interviews, public speaking, etc. (1.2.E.4)	training for senior leaders; limited largely in response to crisis or issues with no follow-up (1.2.IN.4)	
Ongoing comprehensive communications training for all senior leaders (1.2.HE.5)			
Role communications office evaluated regularly to determine effectiveness of organizational relationship (1.2.HE.6)			

1.3 Supporting Communication with Sufficient Resources and Ongoing Training

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Established communications budget developed with input from the communications department/professional; process to acquire additional funds for projects/issues that arise unexpectedly (1.3.HE.1)	Established communications budget developed with input from the communications department/professional; covers all planned communications programs (1.3.E.1)	Minimal communications budget developed with input from the communications department/professional; covers all planned communications programs (1.3.E.1)	Regularly exceeds budget and allocated resources (1.3.1.1)
State-of-the-art technology with built in capacity for program expansion (1.3.HE.2)	Technology current and sufficient to support communications function (1.3.E.2)	Technology to support communications not current, sometimes compromising capacity of the communications function (1.3. IN.2)	Does not utilize technology to support communications efforts and training for communications is fragmented and not regularly accomplished (1.3.1.2)
Regular evaluation of effectiveness of communications budget, technology and training (1.3.HE.3)	Series of professional development activities, i.e.: *Webinars and other online training programs *Acquisition of publications and tool kits to inform communications function *Opportunities to meet with other school communications professionals to exchange ideas and share expertise *Formal professional development seminars and workshops offered by NSPRA, PRSA or like organization (1.3.E.3)	Training for communications staff largely a function of their own initiative with constrained budget support (1.3. IN.3)	

Resources for communications function bench-marked with other high-performing school communications programs (1.3.HE.4)		Support for membership to professional associations limited (1.3.IN.4)	

1.4 Managing Communication RACE (Research. Analyze. Communicate. Evaluate)

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Research systematically conducted to ascertain constituent needs and expectations regarding communications as well as opinions and attitudes about district and programs; includes balance of formal and informal, primary and secondary, and qualitative and quantitative research (1.4.HE.1)	Some research conducted to identify and clarify constituent needs and expectations regarding communications as well as opinions and attitudes regarding district and programs (1.4.E.1)	Communications initiated largely on a reactive basis in response to questions or complaints (1.4.1N.1)	Communications are always reactive versus proactive. The dissemination is sporadic and not consistent across the district (1.4.1.1)
Comprehensive analysis of research to identify and understand needs, expectations, opinions and attitudes, and to inform communications planning (1.4.HE.2)	Some communications programs articulated through written plans containing some or all essential plan elements (overall goals; target audiences, objectives for each audience, strategies, tactics. messages, evaluation,	Communications inconsistent across events/situations and from building to building, department to department, classroom to classroom, etc. **(1.4.IN.2)**	There is no formal communications plan in place and no evidence of the work or plan of implementation (1.4.1.2)

	materials, budget, timetable) (1.4.E.2)		
Comprehensive written annual communications plan containing all or most of essential plan elements (overall goals, target audiences, objectives for each audience, strategies, tactics, messages, evaluation, materials, budget, timetable) and guides communications department programs; incorporated into district strategic/master plan (1.4.HE.3) Communications plan supported with adequate resources and budget for effective implementation (1.4.HE.4)	Some evaluation of communication effectiveness through surveys, opinion polls, participation rates or other metrics (1.4.E.3)	Little or no formal communications planning; Communications minimally aligned with district/building goals, of at all (1.4.IN.3)	

1.5 Communication Effectiveness Embedded Across District and Building Operations

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Organized plan for community outreach that encompasses all key community groups, aligning them with best-fit schools/ departments (1.5.HE.1)	Series of approaches to embed communications across district and building operations, i.e..: *Prepared templates, memos, letters and other resources for principals and department chairs to use in their communications *Talking points developed and distributed on key issues as they arise to assist district personnel in responding/ communicating about them *District and school webpage content managed for consistency *Communication planning integrated into project/program/event planning *Individual relationships between schools/departments and community organizations (1.5.E.1)	Communications to stakeholders comes largely from the communications staff (1.5.IN.	There is no input from district and school leaders in the communications planning process (1.5.1.1)
District and school leaders trained and empowered as spokespeople in their	District and school leaders designated as spokespeople on specific issues are relevant;	Responsibility for community outreach limited largely to the communications staff (1.5.IN.2)	

areas of content expertise with coordination through communications department (1.5.HE.2)	training on media relations and interview skills to support them in this role (1.5.E.2)	)	
Building and department-level communications consistently evaluated for effectiveness; strategies and tactics added and/or revised accordingly (1.5.HE.3)		Communications staff as spokespeople for any/all district/school issues (1.5.IN.3) Communications staff input sought only after individual schools' or departments' promotional efforts fail (1.5.IN.4) Minimal input from district and school leaders into communications planning (1.5.IN.5)	

1.5 Effective! Managing Communications Through the News Media

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Media relations supported through district policy and written protocols (1.6.HE.1)	Building and maintaining relationships with local media a priority (1.6.E.1)	Interactions with news media largely limited to responding to inquiries with little proactive outreach on the part of the district (1.6.IN.1)	There is little to no evidence of interaction with the media (1.6.1.1)

Media coverage incorporated within overall communications plan complete with goals, strategies and tactics for maximum coverage (1.6.HE.2)	Media relations across district and all schools flow through communications office; district and school leaders work in conjunction with communications staff to maximize media coverage (1.6.E.2)	Responses to media inquiries contain basic information only; little or no consideration of opportunity to fold in key district messages (1.6.IN.2)	
Ongoing professional development for communications staff, district and school leaders in media interviews (1.6.HE.3)	Responds to media requests with requested information in a timely manner; aware of the restrictions and allowances of FERPA and FOIA (1.6.E.3)	Inconsistent management of media relations; little or no centralized coordination of messaging and pitch opportunity (1.6.IN.3)	
Full compliance with restrictions and allowances of FERPA and FOIA; waiver policy to allow sharing of crucial information that otherwise would be contained (1.6.HE.4)	Availability to media extended beyond school day to evenings/weekends/holidays (1.6.E.4)	Availability to media limited to during work hours; generally honors deadlines (1.6.IN.4)	
Media coverage monitored; inaccuracies	Lawful consent process in place to protect staff and	Culture may be adversarial with media depending on	

followed up to prevent repeats; appreciation extended for well-handled coverage (1.6.HE.5)	students in media interviews, photos, videos, etc. (1.6.E.5)	media's needs and staff's ability produce (1.6.IN.5)	
Reciprocal relationships with neighboring districts includes ongoing sharing of resources and information as well as for supplemental communications staffing support in times of crisis/large stories (1.6.HE.6)	Local and national trends tracked for story opportunities; relevant pitches prepared with essential background information (1.6.E.6)		
Media relations regularly evaluated to identify opportunities to improve coverage (1.6.HE.7)	Media coverage monitored (1.6.E.7)		
	Reciprocal relationships with neighboring districts for supplemental communications staffing support in times of crisis/large stories (1.6.E.8)		

1.6 Effective! Engaging Target Audiences Through Social Media

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Usage, monitoring and strategies for social media channels incorporated within overall communications plan; coordinated by the school	Multiple social media channels used strategically for different audiences; monitored regularly (1.7.E.1)	One or two social media channels (such as Facebook, Twitter, YouTube/SchoolTube) used with little monitoring (1.7.IN.1)	Limited to no use of social media channels such as Facebook, Twitter, school webpage, youtube, instagram, etc. (1.7.1.1)

communications department (1.7.HE.1)			
Social media use spans full range of district communications; audiences encouraged to interact with the district via social media (1.7.HE.2)	Social media use includes broader scope of content beyond announcements such as student/staff recognition, professional development, student enrichment activities and promotion of programs (1.7.E.2)	Social media use limited primarily for announcements such as weather-related events and school/district events (1.7.IN.2)	There is little to no monitoring of social media to gauge the climate and or perception of the district (1.7.1.2)
Clear, ongoing proactive coordination exists among people in district with posting rights; team meets regularly (1.7.HE.3)	Strategies in place to drive traffic to district website or other web-based information source (1.7.E.3)	Multiple people in district have posting rights on different social media channels but little coordination is evident; Posting guidelines non-existent or unclear (1.7.IN.3)	
Board policies regarding social media shared with students, parents, staff and public via multiple mechanisms (website, social media channel, students handbooks, employee manuals) (1.7.HE.4)	Some coordination exists among people in district with posting rights; Posting guidelines easily accessible (1.7.E.4)	Two-way conversations limited; negative conversations not addressed in a timely manner (1.7.IN.4)	

Regular updates for students, staff and parents on best practices and staying safe while using social media channels (1.7.HE.5)	Growth in two-way conversation on social media channels evident; negative conversations addressed promptly (1.7.E.5)	Lack of board policies regarding social media usage (1.7.IN.5) 5)	
Goals established for attaining views or interaction aligned with district communications plan; Leadership team tracks results and adjusts strategies accordingly (1.7.HE.6)	Board policies in place regarding social media usage for staff and students (1.7.E.6)	No tracking of analytics of postings by channel (1.7.IN.6)	
	Analytics by platform tracked and shared regularly with leadership team (1.7.E.7)		

1.7 Advancing Identity/Brand of Your School District

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Communications plan	Brand/identity generally	Brand/identity may not be	There is no evidence of branding or

incorporates use of brand/identity across all relevant strategies and tactics (1.8.HE.1)	accepted and considered reflective of school system's current reality among key stakeholders (1.8.E.1)	reflective of school system's current reality among key stakeholders (1.8.IN.1)	identification embedded in the community (1.8.1.1)
Individual school logos/slogans coordination with and support one another as well as district logo/slogan (1.8.HE.2)	District logo/slogan consistently deployed across district media (1.8.E.2)	Inconsistent use of district logo/slogan across district media (website, stationery, print, materials, electronic messaging, etc.) (1.8.IN.2)	There is no knowledge of the district slogan and it is not used across the variety of social media sites (1.8.1.2)
Policy and guidelines outline use of district and school logos/slogans; generally supported by district and school staff (1.8.HE.3)	District logo/slogan consistently deployed across individual school media; integration with individual school logos/slogans may or may not be consistent (1.8.E.3)	Individual school logos/slogans with little or no coordination to a central theme; inconsistent use of logos/slogans across school media; inconsistent inclusion of district logo/slogan across school/media (1.8.IN.3)	
Messaging consistently supports the school system's brand/identity in all operational areas (1.8.HE.4)	Brand management centrally coordinated by communications department (1.8.E.4)	Brand management de-centralized with little or no coordination by the communications department (1.8.IN.4)	
Brand/identity regularly evaluated for relevance and currency (1.8.HE.5)	Messaging consistently supports the school system's brand/identity in most operational areas (1.8.E.5)		

Domain 2: Internal Communications (25.00%)

2.1 Employee Engagement

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Regular and ongoing input from employees on preferred opportunities to be engaged with the district and school in support of student learning (2.1.HE.1)	Series of communications approaches to foster employee engagement, i.e. *Frequent, thorough and accurate employee communications through newsletters and email messages * Employee association or union representatives meet with school district leaders for two-way dialogue *Rationale for decisions made by school district leaders is shared with employees (2.1.E.1)	Emerging awareness of importance of engaging employees (2.1.IN.1)	Little to no awareness of the importance of engaging employees. The responses are infrequent and are typically reactionary (2.1.1.1)
Comprehensive, integrated and aligned plan for engaging all parents/families to support student learning (2.1.HE.2)	New employee orientation that includes an overview of the school district and the role of employees in the overall organization (2.1.E.2)	Employee communications are infrequent and irregular, and often in response to crises or problems (2.1.IN.2)	
Comprehensive and ongoing development and provision of resources for district/school leaders to use in fostering employee engagement in student learning (2.1.HE.3)	Employee recognition program and/or award program supporting employee contributions to the organization's success (2.1.E.3)	Little or no two-way dialogue with employees (2.1.IN.3)	
Ongoing feedback from employees and regular evaluation of employee engagement to foster student success (2.1.HE.5)			
Feedback is incorporated into communications			

action steps with evaluation component (2.1.HE.6)			

2.2 Managing Information Overload

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Ongoing research to determine communication preferences of employees and effectiveness of existing communication information- sharing vehicles (2.2.HE.1)	Series of approaches to manage information overload, i.e.: *Limited and standardized official vehicles for internal communications at various levels deployed on set schedules *A common internal calendar that holds important dates for school district deadlines, meetings, testing schedules, events, etc. *Limit email access to "all employees" to selected senior school district leaders (2.2.E.1)	Emerging realization of information overload with no overall plan to manage (2.2.IN.1)	
Comprehensive, integrated and aligned plan for information sharing among internal audiences based on research of preferences and vehicle effectiveness (2.2.HE.2)	Employee training on organizing email accounts and inboxes, use of folders, etc. (2.2.E.2)	Few or no guidelines in place for communicating with employees resulting in disorganized, redundant and competing messaging (2.2.IN.2)	

Systematic review of information-sharing effectiveness; results used to inform improvements to plan (2.2.HE.3)	Information and file-sharing software to minimize email and organize access to important information by project or issue (2.2.E.3)	Information sent out as needed without a plan or regular schedule to maximize communication effectiveness (2.2.IN.3)	
Sharing of best practices in managing information overload and bench-marking the same externally to drive improvement (2.2.HE.4)			

2.3 Communicating with Employee During a Crisis

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Comprehensive and ongoing professional development in crisis communications plan, procedures and strategies for **all** district personnel (2.3.HE.1)	Series of approaches to communicate with faculty and staff during crisis, i.e.: *Online access to information such as dedicated web pages regarding crisis with accurate and timely postings *Series of standardized	Communications with faculty and staff during crisis delayed or inconsistent with regards to timing and coverage (2.3.IN.1)	There is no evidence of communication with faculty and staff during a crisis event (2.3.1.1)

	letters, notices and other communications to readily adapt and facilitate timely notification during crisis *Prepared talking points for administrators, principals and others to use throughout crisis *Articulation of relevant information and details regarding crisis through local news media (2.3.E.1)		
Deployment of tabletop crises at the school level and joint crisis drills with public safety agencies at the district level: systematic evaluation of drills to assess employee readiness in crisis response (2.3.HE.2)	Regard to protection of staff privacy as per federal and state legal requirements (FERPA, FOIL, etc.) (2.3.E.2)	Details regarding crisis largely articulated on reactive basis typically in response to inquiries or complaints (2.3.IN.2)	
Sharing of best practices in crisis communications internally and bench-marking same externally to drive improvement (2.3.HE.3)	Some tracking of crisis communication effectiveness (2.3.E.3)	Reliance on news media to release information (2.3.IN.3)	
Ongoing feedback and evaluation of communications to improve faculty/staff engagement and ensure student and staff safety (2.3.HE.4)			

Domain 3: Parent/Family Communications (25.00%)

3.1 Researching and Understanding Parent/Family Needs, Expectations, Opinions, Attitudes. Knowledge Levels

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Integration of research and assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels into parent/family communications plan (research phase-RACE); findings systematically analyzed to improve parent/family communications (3.1.HE.)	Series of formal and informal assessments to listen and gain insights into parent/family needs, expectations, opinions, attitudes and knowledge levels, i.e.: *Written and electronic surveys *Focus groups *Representation on key district and school committees, advisory councils, task forces, etc. *Forums, town hall meetings, parent conferences, etc. *Opportunities for small-group interaction with parents/families such as coffee with the superintendent, grade-level parent meetings with the principal, etc. *Designated times at school board and faculty/staff meetings *Access to communications director, principal, supervisor(s)	Limited opportunities for parents/families to provide input; largely passive, leaving onus on parent to initiate, i.e.: opportunities or suggestion boxes; complaint guidelines; calls or emails (3.1.IN.1)	There is a lack of evidence showing opportunities for parents/families to provide input (3.1.1.1)

	and senior leaders *One-to-one interactions including open door policy *Written and online avenues including forums, social media. Etc. *Exit interviews with parents/families transferring students out of district *Exit polls following bond and finance referenda (3.1.E.1)		
Comprehensive system of formal and informal listening posts and assessments for parents/families at all locations throughout the district (3.1.HE.2)	Parents/families informed of opportunities to provide input during new family orientation and/or registration process (3.1.E.2)	Understanding and assessing parent/family needs, expectations, opinions, attitudes and knowledge levels limited to anecdotal input (3.1.IN.2)	
Listening mechanisms and assessments differentiated for parent/family segments as needed, i.e.: language, access to technology, schedules, etc. (3.1.HE.3)	Annual parent/family survey assessing communication effectiveness (3.1.E.3)	Sporadic and random parent/family surveys assessing parent/family needs, expectations, opinions, attitudes and knowledge levels; largely reactive when issues surface (3.1.IN.3)	
Assessments plan life of relationship with parent/families from entry-level of students in preschool/kindergarten through graduation/alumnus status (3.1.HE.4)			
School board members, administrators, principals, department			

chairs, other managers and teachers trained in critical listening (3.1.HE.5)			
Systematic approach for responding to and integrating parent/family input (3.1.HE.6)			
Assessment findings systematically shared and analyzed by district and building-level leaders to inform and improve services to students and families (3.1.HE.7)			
Resources are made available to parents as a result of research and assessments. (For example: parent training, access to computers; web- based resources, etc.) (3.1.HE.8)			

3.2 Deploying Multiple, Varied and Targeted Communication Strategies, Including Accommodations for Diversity

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Communications tailored for key parent/family segments based on assessments of parent/family needs, expectations, opinions, attitudes and knowledge levels (3.2.HE.1)	Series of communication strategies to address varied parent/family segments, i.e.: * Written correspondence including memos, printed newsletters,	Emerging realization of information overload with no overall plan to manage (2.2.IN.1)	

	letters, flyers, brochures, etc. *Electronic correspondence including email, electronic newsletters, websites, etc. *Automated messaging including voice and text messaging *Face-to-face and interpersonal correspondence including meetings, presentations, forums, office hours, etc. *Social media including Facebook, Twitter, biogs, forums, chats, etc. *Articulated policy on minimal reply timelines for electronic and voice messaging (3.2.E.1)		
Communications tailored for key parent/family segments based on assessed preferences for media messaging and scheduling (3.2.HE.2)	Some accommodations for parent/family segments, i.e.: school/grade levels, geographic location (3.2.E.2)	Communications limited to more traditional media, i.e., memos, print/electronic newsletters, announcements at meetings, news releases, websites, emails, etc. (3.2.IN.2)	
Accommodations for language and cultural diversity for all parent/family segments represented in district, i.e. translators (3.2.HE.3)	Some accommodations for language and cultural diversity; Programs to build cultural awareness (3.2.E.3)	Communications random and inconsistent across schools and classrooms (3.2.IN.3)	
Sharing of best practices for diverse parent/family communications,			

internally and bench-marking the same externally to drive improvement (3.2.HE.4)			
Ongoing feedback and evaluation of effectiveness of communication with diverse audiences (3.2.HE.5)			

3.3 Communicating School and District Goals, Plans, Programs, Finances and Issues with Parents/Families

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Systematic approach to keeping parents/families informed of school and district goals, plans, programs, finances and issues based on researched parent/family preferences (3.3.HE.1)	Series of approaches to outline school and district goals, plans, programs, finances and issues with parents/families, i.e.: * School and district goals, plans, programs and finances outlined annually in meetings, printed and online communications *School and district issues communicated in a timely manner via meetings, printed and online media, and covered through local news media *Online access to information and details on school and district goals, plans, programs, finances and	Minimal proactive outreach on school and district goals, plans, programs, finances and issues with parents/families largely limited to annual or one-time notices with little or unclear detail (3.3.IN.1)	There is no evidence of outreach on school and district goals, plans, programs, finances and/or issues (3.3.1.1)

	issues *Ongoing opportunity for clarification and information from school and district administrators via email/voicemail/face-to-face *Reinforcement of school and district goals, plans, programs and finances through coverage in local news media *Key Communicator program to extend flow of information about school and district goals, plans, programs, finances and issues with trusted and reliable sources *Town Hall meetings offered to provide information on updated goals, plans, programs, finances and other important issues (3.3.E.1)		
Ongoing involvement from parents/families on preferred communications about school and district goals, plans, programs, finances and issues (3.3.HE.2)	Some internal communications on school and district goals, plans, programs, finances and issues with district faculty and staff in their roles as ambassadors (3.3.E.2)	Specifics regarding school and district goals, plans, programs, finances and issued largely articulated on reactive basis typically in response to incidents or complaints (3.3.IN.2)	
District/school policy about school and district goals, plans, programs, finances and issues communications,	Some resources provided to teachers and building-level staff on school and district goals, plans, programs, finances and	Inconsistent and random communications regarding school and district goals, plans, programs, finances and issues with parents/families	

including schedule and media supported by adequate technology and resources (3.3.HE.3)	issues (3.3.E.3)	(3.3. IN.3)	
Sharing of best practices for diverse parent/family communications, internally and bench-marking the same externally to drive improvement (3.2.HE.4)			
Ongoing feedback and evaluation of effectiveness of communication with diverse audiences (3.2.HE.5)			

3.4 Supporting Parent-Teacher and Parent-Building Communications

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
District/school policy about parent-teacher and parent-building communications that is supported by adequate technology and resources (3.4.HE.1)	Series of approaches to support effective parent/family-teacher and parent/family building communications, i.e: *Prepared memo, letter, newsletter and other	Minimal proactive support to building-level administrators and teachers on effective communications with parents/families largely limited to responding to requests for assistance and materials (3.4.IN.1)	

	printed correspondence templates for principals and teachers to support effective parent communications and facilitate consistency in messaging *Prepared talking points and presentations for principals and teachers to use in parent presentations and meetings *Prepared talking points for principals and teachers to use regarding building/classroom issues and incidents (3.4.E.1)		
Comprehensive and ongoing professional development for principals and teachers on effective parent/family communication strategies (3.4.HE.2)	Some professional development for principals and teachers on effective parent/family communication strategies (3.4.E.2)	Inconsistent and random support for parent-teacher and parent- building communications (3.4.IN.2)	
Comprehensive and ongoing development and provision of resources to support effective parent-teacher and parent- building communications (3.4.HE.3)	Some tracking of parent-teacher and parent-building communications effectiveness (3.4.E.3)		
Sharing of best practices for diverse parent/family communications, internally and bench-marking the same			

externally to drive improvement (3.2.HE.4)			
Ongoing feedback and evaluation of effectiveness of communication with diverse audiences (3.2.HE.5)			

3.5 Fostering Parent/Family Involvement in Community Collaboration

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Ongoing input from parents/families on preferred opportunities to be involved in community collaboration (3.5.HE.1)	Series of approaches to foster parent/family involvement in community collaboration, i.e.: *Involvement of parent/family representatives alongside district and school representatives and community representatives on school and community committees, task forces and forums (3.5.E.1)	Minimal collaboration between parents/families and community members on district and school- related issues with onus left largely to parents/families to initiate (3.5.IN.1)	
District/school policy about parent/family involvement in community collaboration that is supported by adequate technology and resources (3.5.HE.2)			

Domain 4: Marketing/Branding Your Schools (25.00%)

4.1 Conducting Thorough Market Research to Understand Demographics, Products and Services, Competition, Market Trends, Market Segments

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Comprehensive research conducted to identify target audiences and ascertain target markets' needs and desires; includes balance of formal and informal, primary and secondary, and qualitative and quantitative research (4.1.HE.)	Series of formal and informal assessments to understand demographics, products and sercices, competition, market trends, and market segments: *Target audiences identified *Annual or bi-annual surveys completed to identify values, perceptions and desires of community relative to school; some segmentation of survey results by target audience *List of neighboring districts and nearby competitive schools such as charter schools and private schools with relevant demographics *Competition defined and compared/contrasted	Understanding and assessing district and school markets and target audiences limited to anecdotal input (4.1.IN.1)	Leadership ideas for marketing shared sporadically with communications staff, always reactive when issues surface (4.1.1.1)

	with district (4.1.E.1)		
Demographics of district and target markets continuously defined and monitored (4.1.HE.2)	Situation or other analysis developed by communications office that outlines key points learned from assessments, surveys and relevant data **(4.1.E.2)**	Sporadic and random surveys assess district issues; rarely include questions targeted to support marketing efforts (4.1.IN.2)	
Enrollment trends into and away from competitors regularly reviewed and analyzed (4.1.HE.3)		Leadership ideas for marketing shared sporadically with communications staff, largely reactive when issues surface (4.1.IN.3)	
Comprehensive analysis of all research conducted to identify and understand district's baseline position, markets' desires, district's strengths/weaknesses /opportunities/threats (SWOT), and internal and external opinions and attitudes (4.1.HE.4)			
Integration of research into marketing plan (research phase- RACE); findings systematically analyzed to improve market/brand position (4.1.HE.5)			

4.2 Developing Your School District's Brand Position, Attributes, Points of Pride, Promise and Traditions

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Input from senior leaders and other stakeholders considered in developing measurable vision and mission statement, district's positioning statement, attributes, points of pride and brand promise (4.2.HE.1)	Brand position, attributes, points of pride and promise developed and largely accepted among key stakeholders (4.2.E.1)	Brand position, attributes, points of pride, promise non-existent or not reflective of district's current reality among key stakeholders (4.2.IN.1)	Communications professional/brand manager not designated, leading to inconsistencies in use of brand elements (4.2.1.1)
Ongoing training for district staff to effectively develop the district's brand position, attributes, points of pride, promises and traditions (4.2.HE.2)	Vision and mission statements updated to reflect the district's current reality among key stakeholder; positioning statement established (4.2.E.2)	Vision and mission statements non- existent or not updated to reflect district's current reality among key stakeholders (4.2.IN.2)	
Adequate resources and budget to effectively develop brand position, attributes. points of pride, promise and traditions Comprehensive analysis of research to define myths and misperceptions associated with the district brand to inform communications planning; ongoing cycles of evaluation to ensure relevance to marketplace (4.2.HE.3)	Deployment of brand position and messaging across the district's internal and external audiences; possible variations and inconsistencies of deployment (4.2.E.3)		
Organized brand standards and guide that encompasses all defined	Limited budget to effectively grow brand and district traditions		

messages and design elements for use by communications professional/brand manager, senior leaders staff and other stakeholders (See Providing Standards and Guidelines for Consistent Use of Adoption Brand Assets on page 54)(4.2.HE4)	(4.2.E.4)		
	Elements of storytelling included in communications plan to support the brand's promise, attributes, points of pride and positioning statements (4.2.E.5)		

4.3 Defining Brand Experience for Target Audiences

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Research systematically conducted to ascertain each target audiences' customs, subdivisions, expectations, priorities and preferred language, methods and mediums for communication (RACE-Research) (4.3.HE.1)	Some research conducted to understand priorities and communication preferences of target audiences (4.3.E.1)	Communication efforts largely one-way (from district to target audience). sometimes compromising authentic involvement/engagement (4.3.IN.1)	There is no evidence of branding and or messaging to identified target audiences (4.3.1.1)
Delineation between primary and secondary target audiences based on marketing goals and	Series of events, communications and partnering opportunities to create brand	Little to no tailoring of brand messaging to target audiences (4.3.IN.2)	There is no district involvement in the community (4.3.1.2)

objectives (4.3.HE.2)	involvement and engagement, i.e.: *District brands, choruses and other student groups participate in community events such as parades and tree lightings *Focused events such as senior citizens day to engage target audiences *Key target audience leaders members of budget or other key district advisory committees *District leadership members of local chamber of commerce or other community organizations *Social media presence with some level of response to posts * Ongoing communications to support target audience's awareness of district projects and priorities *Some storytelling to help target audiences emotionally connect to brand (4.3.E.2)		
Comprehensive, integrated and aligned plan for engaging all target audiences by tailoring messages specifically to them (4.3.HE.3)	Some training of district staff in effectively representing the brand (4.3.E.3)	Stories mainly about process and procedure rather than impact on audiences (4.3.IN.3)	
Established key communicator network to comprehensively address cultural, socio-economic, geographic or other diversity in different stakeholder groups (4.3.HE.4)	Evaluation of target audience involvement and engagement with the brand in early stages (4.3.E.4)	Some district involvement in the community (4.3.IN.4)	
Clear, concise and		Staff trained as brand	

memorable brand promise story to exemplify the desired brand attributes (4.3.HE.5)		ambassadors limited to district administrators, if any (4.3.IN.5)	
Communications that emphasize emotional connection, not process (4.3.HE.6)			
Effective use of visuals-photography, video and/or illustration-to depict brand attributes (4.3.HE.7)			
Involvement/engagement opportunities aligned with and support the district's desired brand attributes; ongoing efforts to give back to the community through recognition, events and use of facilities (4.3.HE.8)			
Comprehensive, ongoing and authentic two-way communications to foster involvement and engagement through preferred target audience mediums, including biogs, social media outlets, forums and events (4.3.HE.9)			
Research systematically conducted to ascertain each target audiences' customs, subdivisions,			

expectations, priorities and preferred language, methods and mediums for communication (RACE-Research) Delineation between primary and secondary target audiences based on marketing goals and objectives Comprehensive, integrated and aligned plan for engaging all target audiences by tailoring messages specifically to them Established key communicator network to comprehensively address cultural, socio-economic, geographic or other diversity in different stakeholder groups Clear, concise and memorable brand promise story to exemplify the desired brand attributes Communications that emphasize emotional connection, not process Effective use of visuals-photography, video and/or illustration-to depict brand attributes Involvement/engagement opportunities aligned with and support the district's desired brand attributes; ongoing efforts to give back to the community through recognition, events and use			

of facilities Comprehensive, ongoing and authentic two-way communications to foster involvement and engagement through preferred target audience mediums, including biogs, social media outlets, forums and events District personnel at all levels trained and empowered to act as brand ambassadors (see Fostering Brand Ownership and Loyalty among Staff and District Leadership on pages 8-9) to ensure the brand experience is consistent (4.3.HE.10)			

4.3 Developing a Comprehensive and Effective Marketing Plan in Support of the Brand and District Marketing Goals

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Overarching key messages designed to address issues identified through research included in plan (4.4.HE.1)	Marketing efforts incorporated into overall communications plan and aligned with goals developed jointly by communications office and leadership; some budget allocated (4.4.E.1)	Marketing tactics random and developed by communications office in isolation; efforts not aligned with district vision or strategic plan (4.4.IN.1)	There is no evidence of key messages or communicates to staff and stakeholders (4.4.1.1)
Specific and measurable goals and objectives outlined along with clearly identified faculty and staff responsibilities, timelines, budgets and both intermediate and	Desired brand experience and overarching key messages included in plan (4.4.E.2)	No additional communications staff or budget allocated for implementation of marketing tactics (4.4.IN.2)	

final intended outcomes (4.4.HE.2)			
Plan's strategies and tactics organized by audience, goal and/or objective (4.4.HE.3)	Objectives included but may be difficult to measure (4.4.E.3)	Key messages used sporadically, not strategically (4.4.IN.3)	
Tactics designed to achieve goals, and include a blend of responsive, two-way, transparent and accessible marketing strategies by target audience that could include advertising, online marketing, social media marketing, publicity/PR, direct marketing, experiential marketing, community relations and relationship marketing; based on best practices and research (4.4.HE.4)	Range of tactics listed and organized in some way; deadlines included for most tactics; tactics may indicate which audience they are designed to reach (4.4.E.4)	District values and vision may help guide faculty and staff behavior (4.4.IN.4)	
Plan includes key messages that support the district brand while appropriate for each target audience (4.4.HE.5)	Brand standards and expected usage distributed to faculty and staff (4.4.E.5)	Outputs tied to periodic marketing efforts tracked sporadically (4.4. IN.5)	
	Plan outcomes by goals and/or objectives may be reviewed periodically (4.4.E.6)		
	Storytelling supports the brand's promise, attributes, points of pride and positioning		

	statements (4.4.E.7)		

4.4 Measuring/Evaluating Impact of Marketing Plan/Brand

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective
Brand/identity regularly evaluated for relevance and currency through a systematic schedule that measures effectiveness with all key stakeholders' groups; evaluation includes assessment of all brand touch points as well as effectiveness of faculty/staff and school board members in their roles as brand ambassadors (4.5.HE.1)	Some evaluation conducted that may include: Informal surveys/polls to determine satisfaction and effectiveness of district communications, Response rates of various online campaigns, Informal focus groups representing various key stakeholders, and Media coverage monitored for frequency and tone (4.5.E.1)	Evaluation largely anecdotal based on observation and "word of mouth" feedback from stakeholders (4.5. IN.1)	Specific and measurable goals and objectives, staff responsibilities, timelines and budgets NOT defined with no coordination to final intended outcomes (4.5.1.1)
Evaluation results systematically used to revise/improve communications (4.5.HE.2)	Messaging consistently supports the brand/marketing plan in most tactics and operational areas (4.5.E.2)	Insufficient resources for communications professional/brand manager to evaluate the marketing plan/brand (4.5. IN.2)	Brand touch points and messaging loosely utilized and NOT integrated into tactics (4.5.1.2)
Professional development opportunities identified through marketing/program weaknesses (4.5.HE.3)	Specific and measurable goals and objectives, staff responsibilities, timelines and budgets in place with most tactics tied to final intended outcomes; some	Specific and measurable goals and objectives, staff responsibilities, timelines and budgets loosely defined with no coordination to final intended outcomes (4.5. IN.3)	

	methods and tools of measurement and evaluation included in the marketing plan (4.5.E.3)		
Adequate budget and other required resources available to support marketing plan/brand revisions (4.5.HE.4)	Adjustments to the marketing plan/brand based on available budget (4.5.E.4)	Brand touch points and messaging loosely utilized and inconsistently integrated into tactics (4.5. IN.4)	
Marketing/branding program bench-marked against top performers to inform improvement (4.5.HE.5)			

DIRECTOR OF FACILITIES RUBRIC

Director of Facilities

Domain 1: Leadership & Management

1.6 Strategic Planning: Aligns facilities/maintenance strategies with district objectives. Develops long and short-range objectives and goals for the facilities/maintenance department.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Continually reviews and evaluates the facilities/maintenance departments progress on meeting district and department goals. Adjusts objectives and goals after analysis of the progress.	Regularly communicates district and department objectives and goals in order to improve the overall operations and efficiency of the facilities/maintenance department.	Does not regularly communicate district and department objectives and goals with facilities/maintenance staff.	Does not communicate or promote district and department objectives and goals.

1.7 Hiring and Retention: Implements hiring strategies to recruit staff. Implements strategies to retain existing staff.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Monitors the effectiveness of recruitment and retention processes. Demonstrates the ability to improve the effectiveness of the facilities/maintenance department through strategic hiring and retention processes. Makes improvements to these processes through cycles of learning and evaluation.	A systematic process exists to recruit and retain staff. The process is deployed to all facilities/maintenance employee groups. As a result, most vacancies are filled in a timely manner and staff turnover is low.	A process to recruit and retain staff is evident but is not implemented in a systematic manner across all facilities/maintenance employee groups. As a result, some progress is made towards filling vacancies and staff turnover over is improving.	Does not implement a clear process to recruit and retain staff. As a result, multiple vacancies exist and staff turnover is too high.

1.8 Professional Development: Fosters growth opportunities for the team.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Professional development strategies are evaluated for their effectiveness and improved through cycles of learning. Evidence of improvement resulting from PD exists. Staff input is considered when planning professional development activities.	A systematic process exists to deliver professional development aligned to the goals and objectives of the department and district. Professional development is customized by workgroup segment and ensure compliance with local, state and federal requirements.	Some professional development activities are evident but there is not a systematic process or plan evident. Professional development does not go beyond compliance-related topics and is not customized by workgroup segment. Professional development activities are not clearly aligned with department or district goals.	Few professional development activities exist outside of initial onboarding and license requirements. Activities that are implemented do not appear to be intentionally aligned with department or district goals and objectives.

1.9 Evaluation of Staff: Ensures the regular and timely evaluation of all facilities/maintenance staff.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Evaluation process, rubrics and results are evaluated to determine their effectiveness with improving employee performance. Professional develop activities, group trainings, individual trainings and improvement plans are aligned with evaluation feedback when applicable.	A systematic process exists to ensure that each facilities/maintenance employee receives an annual evaluation.	Some facilities/maintenance staff receive formal evaluations but the process is not systematic and does not reach all workforce segments.	A systematic process of evaluating all facilities/maintenance staff does not exist. Many staff receive no formal annual evaluation.

1.10 Staff Accountability: Implements accountability measures for team members.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Models high expectations of performance and accountability through leadership behaviors. Takes ownership for the performance of the entire	Communicates high expectations to facilities/maintenance staff and holds them accountable to meeting those high expectations.	Communicates high expectations to staff but does not hold them accountable.	Does not communicate high expectations to staff and does not hold them accountable.

facilities/maintenance team and proactively addresses failures to meet expectations with the appropriate staff.			

1.6 Delegation: Effectively assigns tasks to others while retaining accountability for the outcome.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Encourages and supports staff members to seek out responsibilities that will create performance improvements for the department. Evaluates and makes revisions to the assignment of delegated responsibilities as opportunities for improvement arise.	Systematically selects and assigns staff members for increased responsibilities based on their qualifications, performance and effectiveness. Monitors the assignment, performance and completion of delegated responsibilities.	Occasionally selects and assigns staff members for increased responsibilities based on their qualifications, performance and effectiveness. Monitors the assignment of delegated responsibilities but not the level of performance and completion.	Rarely selects and assigns staff members for increased responsibilities based on their qualifications, performance and effectiveness.

1.7 Climate: Develops, encourages, and maintains a positive climate within department.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Analyzes both informal and formal staff feedback data and implements change accordingly. Seeks out new and innovative ways to increase staff morale and employment climate.	Utilizes actions, resources and behavior to create a positive climate within the department. Models respectful communication with all facilities/maintenance staff members and holds others accountable for the same expectation. Address situations that have the potential to negatively impact workplace climate in an effective and timely manner. As a result, staff	Responds to situations that have the potential to negatively impact climate but fails to implement processes that create a positive climate to begin with. Fails to utilize informal and formal staff feedback to implement changes that may improve workplace climate. As a result, staff morale is low or declining.	Fails to implement processes that create a positive climate and fail to respond to situations that negatively impact workplace climate. Unwilling to secure and utilize informal and formal data on workplace climate. Does not model behavior that contributes to a positive workplace climate and fails to take staff needs into consideration. As a result, staff morale is low.

	morale is high.		

Domain 2: Operational Oversight, Efficiency and Evaluation

2.2 Financial Oversight: Effectively manages facilities/maintenance costs including personnel, parts, equipment, supplies, and maintenance costs.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Continually plans, develops, recommends and monitors the approved budget. Ensures that there is not overspending in the budget (except for emergency repairs that could not be known or projected); Continually determines staffing needs and requirements including work schedule adjustments for school activities; Meets with district administrators regularly to assess needs, projects and priorities; Develops recommendations for capital outlay needs and requirements. Recommendations are made in a written format to the CFO.	Continually plans, develops, recommends and monitors the approved budget; Continually determines staffing needs and requirements; Meets with district administrators regularly to assess needs, projects and priorities; Develops recommendations for capital outlay needs and requirements.	Annually plans, develops, recommends and monitors the approved budget; Annually determines staffing needs and requirements (staffing needs adjustments are not recommended throughout the year as needed); Meets with district administrators annually to assess needs, projects and priorities; Develops recommendations for capital outlay needs and requirements when directed.	Fails to plan, develop, recommend and monitor the approved budget; Fails to determine staffing needs and requirements; Fails to meets with district administrators regularly to assess needs, projects and priorities; Fails to develop recommendations for capital outlay needs and requirements.

2.3 Facilities Management: Evaluates work order patterns, physical plant maintenance, and repair schedules.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Analyzes the building maintenance status of the entire district and identifies opportunities to create efficiencies and/or improve	Uses a systematic process to track and monitor building maintenance needs. Building maintenance planning is focused on	The system to track building maintenance needs is sporadic or does not include the entire district. Some evidence of maintenance planning exists but	Little to no evidence of a process to conduct regular building maintenance and repair schedules.

the mechanical condition of the district through intentional actions.	prevention vs. reaction.	maintenance actions are mainly reactive.	

2.3Facilities Management: Establishes expectations for facilities. Evaluates and documents work order patterns, physical plant maintenance, and repair schedules.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Continually inspects all buildings and grounds on a regular basis, documenting all inspections and areas of concern; Is self-motivated and continually establishes, implements and updates as needed maintenance, grounds keeping, security, and custodial requirements and needs for each facility in the district. Recommendations and findings are reported to the Chief Financial Officer.	Continually inspects all buildings and grounds on a regular basis; Continually establishes, implements, and updates as needed maintenance, grounds keeping, security, and custodial requirements and needs for each facility in the district.	Inspects all buildings and grounds when an issue or need is brought to light; Establishes and implements maintenance, grounds keeping, security, and custodial requirements and needs for each facility in the district, but fails to document updates.	Fails to inspect all buildings and grounds on a regular basis; Fails to establish and implement maintenance, grounds keeping, security and custodial requirements and needs for each facility in the district.

2.4Department Objectives and Preventative Maintenance: Establishes expectations for facilities. Evaluates and documents work order patterns, physical plant maintenance, and repair schedules.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Continually plans, recommends and implements strategies and programs to accomplish department objectives. These plans are shared with the Chief Financial Officer; Continually formulates and establishes procedures and preventative maintenance programs. Preventative maintenance programs and	Continually plans, recommends and implements strategies and programs to accomplish department objectives; Continually formulates and establishes procedures and preventative maintenance programs; Plans, coordinates and monitors new construction, land development and	Plans, recommends and implements strategies and programs to accomplish department objectives when requested to do so; Formulates and establishes procedures and preventative maintenance programs as a reaction to a negative situation; When directed, plans, coordinates and monitors new construction, land development and remodeling	Fails to plan, recommend and implement strategies and programs to accomplish department objectives: Fails to formulate and establish procedures and preventative maintenance programs; Fails to plan, coordinate and monitor new construction, land development and remodeling projects; Fails to act as liaison between district, contractors, consultants and architects.

procedures are shared with the CFO and related parties. Plans, coordinates and monitors new construction, land development, and remodeling projects. Continually acts as liaison between district, contractors, consultants and architects, keeping the CFO and related parties apprised of developments.	remodeling projects; Continually acts as liaison between district, contractors, consultants and architects.	projects; When directed, acts as liaison between district, contractors, consultants and architects.	

2.5Directs Grounds Activities and Functions: Establishes expectations for Grounds Activities and Functions. Evaluates and documents work order patterns, grounds maintenance & upkeep, and repair schedules.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Directs grounds activities and functions including the preparation and care of playing fields, snow plowing and maintenance of all district parking lots and drives, servicing, repair and replacement of grounds equipment, replacement of grounds equipment. Servicing, repair and replacement of grounds equipment is often reactive to a mechanical problem not proactive maintenance to extend the life of the of the equipment. replacement of grounds equipment. without reminders. Provides written reports to the Chief Financial Officer sharing the overall condition of grounds and recommendations as appropriate. Plans,	Continually directs grounds activities and functions including the preparation and care of playing fields, snow plowing and maintenance of all district parking lots and drives, servicing, repair and replacement of grounds equipment.	Directs grounds activities and functions including the preparation and care of playing fields, snow plowing and maintenance of all district parking lots and drives once a concern or directive has been made to do so. Servicing, repair and replacement of grounds equipment is often reactive to a mechanical problem not proactive maintenance to extend the life of the of the equipment.	Fails to direct grounds activities and functions including the preparation and care of playing fields, snow plowing and maintenance of all district parking lots and drives, servicing, repair and replacement of grounds equipment.

coordinates and monitors new construction, land development, and remodeling projects. Continually acts as liaison between district, contractors, consultants and architects, keeping the CFO and related parties apprised of developments.			

2.6 Oversight of Mechanical Systems: Establishes expectations and procedures for mechanical systems maintenance and documentation.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Continually monitors, repairs, and cleanings of mechanical systems throughout the district on a routine basis before there is an issue (preventative); keeping a dated log of such reviews; Continually monitors department logs, records, and building mechanical equipment, energy use making changes as data/log would indicate the need to; Visually inspects building mechanical equipment on a regular documented basis.	Continually monitors, repairs and cleans mechanical systems throughout the district before there is an issue (preventative); Continually monitors department logs, records and building energy use; Visually inspect building mechanical equipment.	Monitors, repairs and cleans mechanical systems throughout the district; Sporadically monitors department logs, records and building energy use; Visually inspect building mechanical equipment when there is a problem.	Fails to oversee, monitor, repair and cleaning of mechanical systems throughout the district; Fails to monitor department logs, records and building energy use; Fails to visually inspect building mechanical equipment.

2.7 Technology Usage: Utilizes technology tools such as the work order system to provide oversight, determine efficiencies, and to evaluate processes.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Data gathered through facilities/maintenance technology is analyzed for efficiency and quality of service. Associated	Technology is used to route student facilities/maintenance in the most efficient manner. Work Order software is used	Technology is used for work recording and planning but there is little evidence of its usage to correct/prevent issues in the most efficient manner. Many	Technology is rarely utilized for routing, oversight or maintenance purposes.

reporting is provided to district administration on a regular basis. Data analysis and interpretation is used to determine and drive adjustments and innovation in facilities/maintenance service. Facilities/maintenance service decisions are supported by data.	to provide oversight of facilities/maintenance service in a proactive manner. Maintenance and repair software is utilized to track and monitor fleet maintenance.	manual processes are still used instead of utilizing the full features offered by facilities/maintenance work order software. Work Order software is in place but is only used for real time location rather than oversight.	

2.8 Time Performance: Department responds to and completes work orders in a timely manner.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Prepares and presents a monthly facilities/maintenance report to supervisor that communicates the current level of performance in regards to work order completion. Exemplifies through decisions, actions and behavior that providing clean, well maintained, and properly operating facilities is the primary mission of the department. Holds all staff members accountable to make it their daily work to meet this mission.	Utilizes a systematic process to collect and work order data on an ongoing basis. Uses the analysis to determine where adjustments need to be made and makes such adjustments as soon as possible. As a result, work order satisfactory completion rates are at or above 95%.	Some on time data is collected but there is little to no evidence of analysis or intentional actions resulting from the data. As a result, work order satisfactory completion rates are below 95%.	No formal process to monitor on-time arrival. A department mission of delivering that providing clean, well maintained, and properly operating facilities is not well developed and evident. Without an emphasis on work order completion and clear data to evaluate performance and progress is impossible to be measured.

Domain 3: Safety and Compliance

3.4 Building compliance with all applicable federal, state and local regulations.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
All buildings pass annual safety inspections with no findings.	Most buildings pass annual safety inspections with only a few minor findings.	Most buildings pass annual safety inspections but major findings were found in multiple buildings.	Multiple buildings fail the annual safety inspections.

3.5 Employee Compliance: Employee compliance with all applicable federal, state and local regulations.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
A systematic process is in place to ensure that **all** employees are in compliance with local, state and federal regulations. Employees found to not meet the regulations are immediately addressed.	A systematic process is in place to ensure that employees are in compliance with local, state and federal regulations. Employees found to not meet the regulations are immediately addressed.	A process exists to ensure compliance with local, state and federal regulations but is not applied consistently or in a timely manner.	No process exists to ensure that all drivers are in compliance with local, state, and federal regulations or drivers that are found to not meet expectations are not addressed.

3.6 Employee Safety Training: Programs, Develops, and maintains a systematic safety training process is implemented for initial orientation, ongoing throughout employment and in response to any failures to meet safety expectations.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Safety training is customized in response to current trends and innovations in the field of facilities maintenance. Safety training is customized in response to opportunities for improvement identified through failures to meet expectations within the department.	Implements a systematic process that provides safety training on local, state, and federal requirements. Training is deployed through multiple methods which include, individual training, small group training and whole group training. Group training is held at least twice a year and reaches all facilities, maintenance, and custodial workgroups.	Safety training is provided to satisfy state and federal requirements but goes no further.	Regular safety training does not occur at the department level beyond basic licensing requirements.

3.7 Incident Management-Develops and Maintains a systematic process to review how incidents involving students, staff, or parents are documented, analyzed, and resolved to prevent reoccurrence.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Facilities/maintenance-related incidents are analyzed and intentional actions are taken to work with admin and other key staff to prevent reoccurrence. Actions are proactive rather than reactive.	Implements a systematic process to document facilities/maintenance-related incidents involving students, parents or staff. Communication with all involved parties is evident and incidents are addressed in a timely manner.	A process exists to document facilities/maintenance-related incidents. The process does not include all groups (students, staff, parents) or ensure that every incident is documented. Communication with all involved parties is not evident and incidents are not always addressed in a timely manner.	A process does not exist to document facilities/maintenance-related incidents. Communication with involved parties is not evident and incidents are not regularly addressed in a timely manner.

3.8 Accident Rates Evaluate the frequency and severity of facilities/maintenance-related incidents in order to determine opportunities for improvement in order to prevent reoccurrence.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Facilities/maintenance-related accidents are analyzed and intentional actions are taken to work with staff to prevent reoccurrence. Retraining is provided and additional support is provided after every accident.	Implements a systematic process to document facilities/maintenance-related accidents.	A process exists to document and react to facilities/maintenance-related incidents. The process does not include all groups or ensure that every incident is documented.	A process does not exist to document facilities/maintenance-related incidents.

Domain 4: Communication

4.5 Parent and Community Relations: Concerns and inquiries from parents or the community are addressed promptly and professionally.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Communication strategies	A systematic process is in	Communication processes	There is no clear process to communicate

with parents and the community are continually evaluated for their effectiveness. Evidence of efforts to improve such strategies is evident.	place to facilitate meaningful 2-way communication between facilities/maintenance staff and parents or community members. Parent and community suggestions, inquiries and concerns are addressed in a timely and professional manner. Serves as the chief spokesperson for the department when necessary.	parents and the community are not fully established and consistent. Some parent and community suggestions, inquiries and concerns are addressed in a timely and/or professional manner while others are not.	with parents and the community. Communicate efforts are isolated and not consistent. Parent and community suggestions, inquiries and concerns are not addressed in a timely and/or professional manner while others are not.

4.6 Interdepartmental Collaboration: Maintains a high-level of communication with building-level administrators and other departments which is effective at fostering a great working relationship.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Proactively participates in collaboration efforts with building administrators and other directors. Provides facilities/maintenance expertise while acknowledging and accepting the expertise of others in their respective areas.	Maintains clear and effective communication with building administrators and other directors. Safety incidents and on time delays are communicated to building administrators in a timely and consistent manner. Communication approach is respectful and collaborative.	Communication with building administrators and other directors is inconsistent or ineffective. Safety incidents and on time delays are not consistently communicated to buildings. Communication approach is not always respectful and collaborative.	Communication with building administrators and other directors is non-existent or ineffective. No efforts are made to communicate safety incidents or on time delays. Communication approach is not respectful or collaborative.

4.7 Communication With Team Members: Demonstrates the ability to communicate with team members in a positive and productive manner.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Models and communicates the Mission, Vision and Values of the department. Seeks out input from staff and integrates feedback	Communication with facilities/maintenance team members is clear, consistent and respectful. Actively listens to thoughts and	Communication with facilities/maintenance team is sometimes clear but is other times unclear. Listens to thoughts and concerns of team	Communication with facilities/maintenance team is vague or unclear. Interrupts of disregards input, rarely follows up. Communicates only when necessary and can be dismissive

when appropriate. Provides timely and empowering feedback that motivates growth. Highly assessable to team members.	concerns of team members and responds appropriately. Proactively shares relevant information. Is assessable to team members.	members but may miss key points or respond inappropriately. Is inconsistent in sharing relevant information or shares information with those that do not have a need to know. Occasionally assessable to team members.	harsh or emotionally distant. Overly critical of team members and inconsistent communication causes confusion or mistrust. Can be difficult to reach or unapproachable.

4.8 Communication with supervisor Demonstrates the ability to communicate with supervisor in a positive and productive manner.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Anticipates needs, proposes solutions and offers helpful updates unprompted. Keeps supervisor updated on both positive and potentially harmful developments within the department.	Communication with supervisor is clear, consistent and respectful. Actively listens to advice and directives from supervisor and implements changes accordingly, without complaint. Follows change of command when communicating and exercises discretion when communicating supervisor-initiated directives to facilities/maintenance team members. Responses to inquiries from supervisor are timely.	Communication with supervisor lacks either clarity, consistency or respect. Advice or directives from supervisor must be repeated multiple times in order to spark a change effort or are met with complaint. Responses to inquiries from supervisor are not timely.	Communication with supervisor is not effective. Advice or directives are ignored or met with complaints. Responses to inquiries from supervisor are not evident.

Director of Transportation Rubric

Director of Transportation

Domain 1: Leadership & Management ()hide/show

1.11 Strategic Planning: Aligns transportation strategies with district objectives. Develops long and short-range objectives and goals for the transportation department.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Continually reviews and evaluates the transportation departments progress on meeting district and department goals. Adjusts objectives and goals after analysis of the progress.	Regularly communicates district and department objectives and goals in order to improve the overall operations and efficiency of the transportation department.	Does not regularly communicate district and department objectives and goals with transportation staff.	Does not communicate or promote district and department objectives and goals.

1.12 Hiring and Retention: Implements hiring strategies to recruit staff. Implements strategies to retain existing staff.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Monitors the effectiveness of recruitment and retention processes. Demonstrates the ability to improve the effectiveness of the transportation department through strategic hiring and retention processes. Makes improvements to these processes through cycles of learning and evaluation.	A systematic process exists to recruit and retain staff. The process is deployed to all transportation employee groups. As a result, most vacancies are filled in a timely manner and staff turnover is low.	A process to recruit and retain staff is evident but is not implemented in a systematic manner across all transportation employee groups. As a result, some progress is made towards filling vacancies and staff turnover over is improving.	Does not implement a clear process to recruit and retain staff. As a result, multiple vacancies exist and staff turnover is too high.

1.13 Professional Development: Fosters growth opportunities for the team.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Professional development strategies are evaluated for their effectiveness and improved through cycles of learning. Evidence of improvement resulting from PD exists. Staff input is considered when planning professional development activities.	A systematic process exists to deliver professional development aligned to the goals and objectives of the department and district. Professional development is customized by workgroup segment and ensure compliance with local, state and federal requirements.	Some professional development activities are evident but there is not a systematic process or plan evident. Professional development does not go beyond compliance-related topics and is not customized by workgroup segment. Professional development activities are not clearly aligned with department or district goals.	Few professional development activities exist outside of initial onboarding and license requirements. Activities that are implemented do not appear to be intentionally aligned with department or district goals and objectives.

1.14 Evaluation of Staff: Ensures the regular and timely evaluation of all transportation staff.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Evaluation process, rubrics and results are evaluated to determine their effectiveness with improving employee performance. Professional develop activities, group trainings, individual trainings and improvement plans are aligned with evaluation feedback when applicable.	A systematic process exists to ensure that each transportation employee receives an annual evaluation.	Some transportation staff receive formal evaluations but the process is not systematic and does not reach all workforce segments.	A systematic process of evaluating all transportation staff does not exist. Many staff receive no formal annual evaluation.

1.15 Staff Accountability: Implements accountability measures for team members.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Models high expectations of performance and accountability through leadership behaviors. Takes ownership for the performance of the entire transportation team and proactively addresses failures to meet expectations with the appropriate staff.	Communicates high expectations to transportation staff and holds them accountable to meeting those high expectations.	Communicates high expectations to staff but does not hold them accountable.	Does not communicate high expectations to staff and does not hold them accountable.

1.6 Delegation: Effectively assigns tasks to others while retaining accountability for the outcome.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Encourages and supports staff members to seek out responsibilities that will create performance improvements for the department. Evaluates and makes revisions to the assignment of delegated responsibilities as opportunities for improvement arise.	Systematically selects and assigns staff members for increased responsibilities based on their qualifications, performance and effectiveness. Monitors the assignment, performance and completion of delegated responsibilities.	Occasionally selects and assigns staff members for increased responsibilities based on their qualifications, performance and effectiveness. Monitors the assignment of delegated responsibilities but not the level of performance and completion.	Rarely selects and assigns staff members for increased responsibilities based on their qualifications, performance and effectiveness.

1.8 Climate Develops, encourages and maintains a positive climate within department.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Analyzes both informal and formal staff feedback data and implements change accordingly. Seeks out new and innovative ways to increase staff morale and employment climate.	Utilizes actions, resources and behavior to create a positive climate within the department. Models respectful communication with all transportation staff members and holds others accountable for the same expectation. Address situations that have the potential to negatively impact workplace climate in an effective and timely manner. As a result, staff morale is high.	Responds to situations that have the potential to negatively impact climate but fails to implement processes that create a positive climate to begin with. Fails to utilize informal and formal staff feedback to implement changes that may improve workplace climate. As a result, staff morale is low or declining.	Fails to implement processes that create a positive climate and fail to respond to situations that negatively impact workplace climate. Unwilling to secure and utilize informal and formal data on workplace climate. Does not model behavior that contributes to a positive workplace climate and fails to take staff needs into consideration. As a result, staff morale is low.

Domain 2: Operational Oversight, Efficiency and Evaluation ()

2.4 Financial Oversight: Effectively manages transportation costs including personnel, fuel, fleet and maintenance costs.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Analyzes the financials of the transportation department and identifies opportunities to create efficiencies.	Uses a systematic process to track and monitor transportation expenses.	The system to track transportation expenses is sporadic or does not include all financial aspects of the department.	Little to no evidence of a process to monitor transportation expenditures.

2.5 Fleet Management: Evaluates vehicle maintenance, fuel usage and repair schedules.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Analyzes the vehicle maintenance status of the entire fleet and identifies opportunities to create efficiencies and/or improve the mechanical condition of the fleet through intentional actions.	Uses a systematic process to track and monitor vehicle maintenance needs. Vehicle maintenance planning is focused on prevention vs. reaction.	The system to track vehicle maintenance needs is sporadic or does not include the entire fleet. Some evidence of maintenance planning exists but maintenance actions are mainly reactive.	Little to no evidence of a process to conduct regular vehicle maintenance and repair schedules.

2.6 Technology Usage: Utilizes technology tools such as routing software, repair software and GPS to provide oversight, determine efficiencies and to evaluate processes.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Data gathered through transportation technology is analyzed for efficiency and quality of service. Associated reporting is provided to district administration on a regular basis. Data analysis and interpretation is used to determine and drive adjustments and innovation in transportation service. Transportation service decisions are supported by data.	Technology is used to route student transportation in the most efficient manner. GPS software is used to provide oversight of transportation service in a proactive manner. Maintenance and repair software is utilized to track and monitor fleet maintenance.	Technology is used for routing but there is little evidence of its usage to route students in the most efficient manner. Many manual processes are still used instead of utilizing the full features offered by transportation routing software. GPS software is in place but is only used for real time location rather than oversight.	Technology is rarely utilized for routing, oversight or maintenance purposes.

2.7 On-Time Performance: Department provides on time student transportation.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Prepares and presents a monthly transportation report to supervisor that communicates the current level of performance in regards to arrival, dismissal and ride time. Exemplifies through decisions, actions and behavior that safe and on-time delivery is the primary mission of the department. Holds all staff members accountable to make it their daily work to meet this mission.	Utilizes a systematic process to collect and analyze bus arrival and departure time and ride time data on an ongoing basis. Uses the analysis to determine where adjustments need to be made and makes such adjustments as soon as possible. As a result, on time delivery rates are at or above 95%.	Some on time data is collected but there is little to no evidence of analysis or intentional actions resulting from the data. As a result, on time delivery rates are below 95%.	No formal process to monitor on-time arrival. A department mission of delivering students on time is not well developed and evident. Without an emphasis on "on time" delivery and clear data to evaluate on time efforts performance and progress is impossible to be measured.

Domain 3: Safety and Compliance ()

3.9 Vehicle Compliance Vehicle compliance with all applicable federal, state and local regulations.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
All vehicles pass the annual safety inspection with no findings.	Most vehicles pass the annual safety inspection with only a few minor findings.	Most vehicles pass the annual safety inspection but major findings were found on multiple vehicles.	Multiple vehicles fail the annual safety inspection.

3.10 Driver Compliance: Driver compliance with all applicable federal, state and local regulations.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
A systematic process is in place to ensure that **all** drivers are in compliance with local, state and federal regulations. Drivers found to not meet the regulations are immediately addressed.	A systematic process is in place to ensure that drivers are in compliance with local, state and federal regulations. Drivers found to not meet the regulations are immediately addressed.	A process exists to ensure compliance with local, state and federal regulations but is not applied consistently or in a timely manner.	No process exists to ensure that all drivers are in compliance with local, state, and federal regulations or drivers that are found to not meet expectations are not addressed.

3.11 Student Safety Training Compliance: Department compliance with all applicable federal, state and local regulations in regards to student safety training.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Coordinates safety instruction for students in regards to school transportation. Instruction is preventative and ongoing.	Full compliance with bus evacuation drill requirements and all other transportation-related student safety training requirements.	N/A	Not compliant with bus evacuation drill requirements and all other transportation-related student safety training requirements.

3.12 Employee Safety Training: Programs Develops and maintains a systematic safety training process is implemented for initial orientation, ongoing throughout employment and in response to any failures to meet safety expectations.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Safety training is customized in response to current trends and innovations in the field of student transportation. Safety training is customized in response to opportunities for improvement identified through failures to meet expectations within the department.	Implements a systematic process that provides safety training on local, state, and federal requirements. Training is deployed through multiple methods which include, individual training, small group training and whole group training. Group training is held at least twice a year and reaches all transportation workgroups.	Safety training is provided to satisfy state and federal requirements but goes no further.	Regular safety training does not occur at the department level beyond basic licensing requirements.

3.13 Incident Management-Develops and Maintains a systematic process to review how incidents involving students, staff or parents are documented, analyzed and resolved to prevent reoccurrence.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Transportation-related incidents are analyzed and intentional actions are taken to work with admin, drivers and other key staff to prevent reoccurrence. Actions are proactive rather than reactive.	Implements a systematic process to document transportation-related incidents involving students, parents or staff. Communication with all involved parties is evident and incidents are addressed in a timely manner.	A process exists to document transportation-related incidents. The process does not include all groups (students, staff, parents) or ensure that every incident is documented. Communication with all involved parties is not evident and incidents are not always addressed in a timely manner.	A process does not exist to document transportation-related incidents. Communication with involved parties is not evident and incidents are not regularly addressed in a timely manner.

3.14 Accident Rates Evaluate the frequency and severity of transportation-related incidents in order to determine opportunities for improvement in order to prevent reoccurrence.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Transportation-related accidents are analyzed and intentional actions are taken to work with drivers and other key staff to prevent reoccurrence. Retraining is provided and additional driver support is provided after every accident.	Implements a systematic process to document transportation-related accidents.	A process exists to document and react to transportation-related incidents. The process does not include all groups or ensure that every incident is documented.	A process does not exist to document transportation-related incidents.

Domain 4: Communication ()

4.9 Parent and Community Relations: Concerns and inquiries from parents or the community are addressed promptly and professionally.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Communication strategies with parents and the community are continually evaluated for their effectiveness. Evidence of efforts to improve such strategies is evident.	A systematic process is in place to facilitate meaningful 2-way communication between transportation staff and parents or community members. Parent and community suggestions, inquiries and concerns are addressed in a timely and professional manner. Serves as the chief spokesperson for the department when necessary.	Communication processes parents and the community are not fully established and consistent. Some parent and community suggestions, inquiries and concerns are addressed in a timely and/or professional manner while others are not.	There is no clear process to communicate with parents and the community. Communicate efforts are isolated and not consistent. Parent and community suggestions, inquiries and concerns are not addressed in a timely and/or professional manner while others are not.

4.10 Interdepartmental Collaboration: Maintains a high-level of communication with building-level administrators and other departments which is effective at fostering a great working relationship.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Proactively participates in collaboration efforts with building administrators and other directors. Provides transportation expertise while acknowledging and accepting the expertise of others in their respective areas.	Maintains clear and effective communication with building administrators and other directors. Safety incidents and on time delays are communicated to building administrators in a timely and consistent manner. Communication approach is respectful and collaborative.	Communication with building administrators and other directors is inconsistent or ineffective. Safety incidents and on time delays are not consistently communicated to buildings. Communication approach is not always respectful and collaborative.	Communication with building administrators and other directors is non-existent or ineffective. No efforts are made to communicate safety incidents or on time delays. Communication approach is not respectful or collaborative.

4.11 Communication With Team Members: Demonstrates the ability to communicate with team members in a positive and productive manner.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Models and communicates the Mission, Vision and Values of the department. Seeks out input from staff and integrates feedback when appropriate. Provides timely and empowering feedback that motivates growth. Highly assessable to team members.	Communication with transportation team members is clear, consistent and respectful. Actively listens to thoughts and concerns of team members and responds appropriately. Proactively shares relevant information. Is assessable to team members.	Communication with transportation team is sometimes clear but is other times unclear. Listens to thoughts and concerns of team members but may miss key points or respond inappropriately. Is inconsistent in sharing relevant information or shares information with those that do not have a need to know. Occasionally assessable to team members.	Communication with transportation team is vague or unclear. Interrupts or disregards input, rarely follows up. Communicates only when necessary and can be dismissive harsh or emotionally distant. Overly critical of team members and inconsistent communication causes confusion or mistrust. Can be difficult to reach or unapproachable.

4.12 Communication with supervisor Demonstrates the ability to communicate with supervisor in a positive and productive manner.

Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
Anticipates needs, proposes solutions and offers helpful updates unprompted. Keeps supervisor updated on both positive and potentially harmful developments within the department.	Communication with supervisor is clear, consistent and respectful. Actively listens to advice and directives from supervisor and implements changes accordingly, without complaint. Follows change of command when communicating and exercises discretion when communicating supervisor-initiated directives to transportation team members. Responses to inquiries from supervisor are timely.	Communication with supervisor lacks either clarity, consistency or respect. Advice or directives from supervisor must be repeated multiple times in order to spark a change effort or are met with complaint. Responses to inquiries from supervisor are not timely.	Communication with supervisor is not effective. Advice or directives are ignored or met with complaints. Responses to inquiries from supervisor are not evident.