



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

Context: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	Rensselaer Central Schools Corp.
School Corporation Number	8515
Evaluation Plan Website Link	

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

- ☐ The System for Teacher and Student Advancement (TAP)
- ☐ The Peer Assistance and Review Teacher Evaluation System (PAR)
- ☐ RISE 3.0 State Model
- ☒ Locally Developed Plan

☐ Other _____

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this cover sheet via the following [Jotform](#) by Friday, September 16, 2022**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact [Dr. Rebecca Estes](#), Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school	1

		corporation shall discuss the plan with teachers or the teachers' representative, if there is one	
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Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	1-3
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	2

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	1
Teachers acting as evaluators (<i>optional</i>) clearly	IC 20-28-11.5-1(2)	Description of who will serve as evaluators	1

demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(3) 511 IAC 10-6-3	Process for determining evaluators	
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	1

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for all certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (e.g., surveys)	T-1-15 SE-1-12 C 1-7 L-1-9 SP-1-15 IP-1-10 AP -1-14 AD-1-10 TS-1-5 S-1-11

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's	IC 20-28-11.5-4(c)(4)	Process and timeline for delivering feedback	2, 5, 6

recommendations for improvement and the time in which improvement is expected	511 IAC 10-6-5	on evaluations Process for linking evaluation results with professional development	
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Designation in Rating Category			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	3-5
A definition of negative impact for certificated staff	IC 20-28-11.5-4(c)(5)	Definition of negative impact on student growth for all certificated staff	7
A final summative rating modification if and when a teacher negatively affects student growth	511 IAC 10-6-4(c)	Description of the process for modifying a final summative rating for negative growth	

Feedback and Remediation Plans			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	4-5

evaluation.			
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	6
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	6
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	5

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	6
The procedures established to communicate to parents when student assignment to	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	6

consecutive teachers rated as ineffective is unavoidable			
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Rensselaer Central Schools Corporation

Staff Performance Evaluation Plan

2022-2023

Selected Plan

Rensselaer Central Schools Corporation (RCSC) has chosen to adopt a locally modified version of the state's RISE plan as its evaluation system.

Annual Performance Evaluations for Each Certificated Employee

Evaluations shall be conducted on an annual basis for each certificated employee in the school corporation. An evaluation plan developed in accordance with Indiana law, including the instrument used and the schedule of observations, will be followed in implementing Board policy and state law.

Evaluation Plan Discussion

The evaluation plan will be discussed annually by a team of administrators and discussed with the teachers' representative to determine possible changes for the following year. A written evaluation plan will be explained to the Rensselaer Central Schools Corporation Board of School Trustees in a public meeting.

Evaluators

All current administrators have received evaluator training on the RISE Evaluation from Wabash Valley Service Center. New evaluators will receive training from either the service center or the IDOE. In addition, evaluators receive ongoing support from the Standards for Success evaluation program used by RCSC:

- Principals and District Administrators will evaluate teachers. They must have completed all sessions of the RISE Training for Teachers.
- The Superintendents will evaluate administrators. The superintendent must have completed all sessions of RISE Training for Principals.
- School Board members will evaluate the superintendent. They must have completed training for superintendent evaluation.

This evaluation relies on multiple sources of information. Teachers will be evaluated on:

1. Professional Practice – Assessment of instructional knowledge and skills that influence student learning. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

Length of Service:

Every teacher must work 120 days or more to receive a summative evaluation rating. If a teacher works less than 120 days throughout the school year, the teacher will be observed and evaluated as time permits, but will not receive a summative evaluation rating.

Classroom Observations

Teachers with 4 or more years of experience in RCSC, who have prior ratings of Highly Effective or Effective, will have one Short and one Extended observation per year. One will be held each semester, at the administration's discretion as to when each will happen (first or second semester). Due to the pandemic, only one Extended observation will be conducted for 2021-2022. The teacher can request a short observation should he/she desire one.

Teachers with 3 or less years of experience in RCSC, who have not yet been rated or are rated Highly Effective or Effective, will have two short observations and one Extended observation. Observations will be divided between the semesters at administrative discretion. Due to the pandemic, only one short and one Extended observation will be conducted. The teacher can request an additional short observation should he/she desire one.

Teachers who have been rated as Needs Improvement or Ineffective in the prior year will have three short observations and one Extended observation, with an optional second Extended observation. These will occur across semesters.

Any teacher can request an additional short observation. Administrators can provide additional observations if needed.

The Short Observation visits will be for a minimum of ten (10) minutes and the administrators will record the observation electronically. A copy of the observation report will be shared with the certified teacher.

The data acquired from the Classroom Observations will be collected through Rensselaer Central Schools' dedicated Standards for Success website. This will make the accumulated data available to teachers and administrators to have reflective discussions about best practices, future trainings and ultimate improvement. The Short Observation data will be used to support the Rensselaer RISE Evaluation for all certified employees.

Only administrators will conduct classroom Observations.

Final Rensselaer RISE Evaluation will be turned in to Central Office at the end of the school year.

Observations and Feedback

- Short Observations:
Provide written feedback to the teacher within three (3) school days
(Short Observation Length: Minimum of 10 minutes)
- Extended Observations:
Provide written feedback to the teacher within five (5) school days. Post conference will be held within eight (8) school days.

(Extended Observation Length: Minimum of 40 minutes)

Summative Teacher Evaluation Scoring

Review of Components

Each teacher's summative evaluation score will be based on the:

1. Indiana Teacher effectiveness rubric (TER).

The final weighted score is then translated into a rating on the following scale.

<u>Example</u>				
2.85 ↓				
Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

*Borderline points always round up.

The score of 2.85 maps to a rating of "Effective." Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when teachers return in the fall, depending on the availability of data for the individual teacher.

1. Professional Practice – Assessment of Instruction knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:

- Compile rating and notes from observations, conferences and other sources of information.
- Use Professional judgement to establish three final ratings in Planning, Instruction, and Leadership.
- Use established weights to roll-up three domain ratings into one rating for Domains 1-3.
- Incorporate Core Professionalism rating

A. Compile rating and notes from observations, conferences and other sources of information.

At the end of the school year, primary evaluators should have collected a body of evidence representing teacher practice from throughout the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

- B. Use Professional judgement to establish three final ratings in Planning, Instruction, and Leadership.
After collecting information, the evaluator must assess where each teacher falls within each competency. The evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains.

At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in instruction, he or she cannot receive a rating of 4 (HE) in Planning.

	D1: Planning	D2: Instruction	D3: Leadership
Final Rating	3 (E)	2 (IN)	3 (E)

- C. Use established weights to roll-up three domain ratings into one rating for Domains 1-3.
At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. How the scores correlate to the rating categories is as follows:

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
Final Score			2.25

- D. Incorporate Core Professionalism Rating

This domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: *Does Not Meet Standard* and *Meets Standard*. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in at least one of the indicators, he or she automatically has a 1 point deduction from the final score from step 3.

PERFORMANCE LEVEL RATINGS

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

- * **Highly Effective** – A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- * **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be high correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- * **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement base on guidelines suggested by the Indiana Department of Education.

- * **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

EVALUATION FEEDBACK AND REMEDIATION PLANS

All certificated employees will receive a written completed evaluation within seven (7) business days of when all aspects of the evaluation have been complete.

All staff rated ineffective can request a private conference with the superintendent by sending a written request to the superintendent within seven (7) days of receiving the written completed evaluation. The superintendent will schedule the private conference within fourteen (14) days of receiving the request.

Pre-Conference: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebooks, etc.),, must be requested of the teacher prior to the extended observation.

Post-Conference: Post-Conferences are mandatory and must occur within five (5) school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

Process for Tying Evaluation Results to Professional Development

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. The Remediation Plan developed for teachers rated "Ineffective" or "Improvement Necessary" shall be for no more than 90 days.

Teachers needing a professional development plan, work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference at which point the evaluator and teacher discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effective Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Similar steps will be followed for all certificated personnel.

INSTRUCTION DELIVERED BY TEACHERS RATED INEFFECTIVE

No student will receive instruction for two (2) consecutive years from a teacher or teachers rated ineffective unless the situation is unavoidable.

When it is unavoidable that a student is assigned to consecutive teachers rated ineffective the principal will send a letter to the parent. The letter will explain why this situation is unavoidable and will be sent no later than 30 days prior to the beginning of school.

A record of students who were taught by teachers rated as ineffective will be kept in our student management system. Principals will be responsible for scheduling students at each school. Principals shall schedule students, when possible, that avoids assigning them to an ineffective teacher two (2) years in a row.

NEGATIVE IMPACT

o 511 IAC 10-6-4 (C) (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.

o 511 IAC 10-6-4 (C) (1) (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Teachers and Administrators will have an understanding of the definitions of negative impact on student learning at the beginning of the evaluation cycle, as well as the procedures by which a teacher's rating will be adjusted if he or she is identified as negatively impacting student learning. A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. For teachers with growth model data (ELA/Math 4-8), negative impact is determined by the IDOE.

For classes without growth model data negative impact will be measured in a variety of ways:

- For classes that take the NWEA assessment, Negative Impact will be considered to occur when the average growth rate for students is at or below the 20th percentile.
- For classes without growth model data or NWEA assessments, Negative Impact will be considered to occur when seventy percent or more of students fail to demonstrate mastery of the Indiana standards for the class. Mastery is determined from student performance on the class assessment.

Principal Metrics and Summative Scoring

Review of Components

Each principal's summative evaluation score will be based on:

1. Professional Practice – Assessment of leadership outcomes
Measure: Indiana principal Effectiveness Rubric (PER)

PROFESSIONAL PRACTICE (100%)

RISE Principal Effectiveness Rubric (100%): This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself.

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:

- Compile rating and notes from observations, drop-ins, and other sources of evidence.
- Use Professional judgement to establish final ratings for each competency (2.3 or 1.2).
- Use each competency rating and professional judgement to establish final ratings for each domain; Teacher Effectiveness and Leadership Actions.
- Average two domain ratings into one rating for Domains 1-2.

A. Compile rating and notes from observations, drop-ins, and other sources of evidence

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, a bi-weekly walk through and monthly conferences between leaders is recommended. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

B. Use Professional judgement to establish final ratings for each competency

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgement to assign ratings.

C. Use professional judgement to establish final rating in Teacher Effectiveness and Leadership

Actions

After collecting evidence, the evaluator must assess where the principal falls within each competency in each of the two domains. How the scores correlate to the rating categories is as follows:

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

The final, two domain rating should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the rating with the leader, using evidence to support the final decision.

At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective)

	D1: Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

D. Average two domain ratings into one final practice score.

At this point each of the final domain ratings is averaged together to form one score. The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures.

$$(3+2) / 2 = 2.5 \text{ Final Practice Score}$$

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resources decisions.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.75	2.5	3.5
Points	Points	Points	Points

*Borderline points always round up.

Superintendent Performance-Based Goals/Objectives

Formalized evaluations give boards an opportunity to provide guidance to their superintendents regarding desired changes in the area of job performance, as well as the reinforcement of existing strengths that serve the school corporation. Plus, it is an opportunity for the superintendent and school board to discuss formative improvements.

It is extremely important that everyone is working toward the same goals. School boards and superintendents cannot achieve corporation goals if the board and the superintendent are working at cross purposes, or if the superintendent does not have a clear vision of where the school corporation should be headed. What are the priorities? What are the guidelines?

Consequently, it is critical that the superintendent be involved throughout the process of setting his or her annual performance-based goals. There are a number of ways to approach this activity, but the most effective way is to do it jointly. After performance objectives have been identified, the superintendent should draft a set of goals to meet those objectives. It is wise to have the superintendent also incorporate action steps that include scheduled feedback to the board at regular intervals throughout the year.

Little will be accomplished unless the board gives clear guidance to the superintendent regarding specific objectives and/or goals to pursue. An effective evaluation process not only suggests the importance of individual objective and goal performance but includes it as an integral part of the overall evaluation process.

It is critical that boards work with their superintendent during this stage of the evaluation process to establish mutually agreed upon goals and objectives. The superintendent serves as the board's educational expert and should be the primary author of objectives and goals, but board members need to also be included in the formative stages of that process. Objectives and/or goals are the primary ingredients in the evaluation process. If the superintendent's goals are not determined, the evaluation process is ineffective. Assuming that objectives and/or goals are in place, some guidelines to follow include:

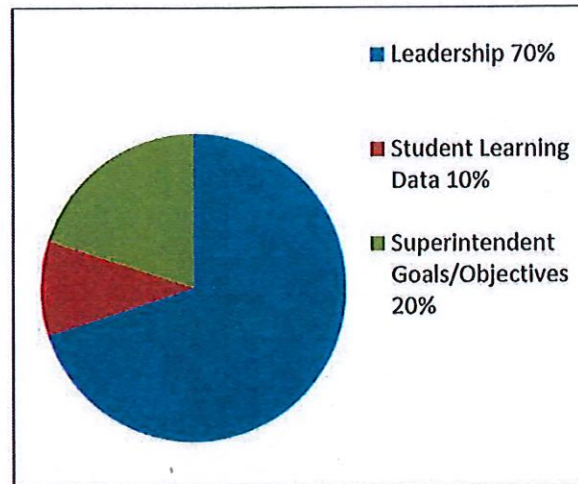
Be sure the objectives and/or goals are:

- * **Written**
This is the only way to ensure future reference to the goals and to avoid disputes regarding what was said. The goals should be stated in a manner that allows the board to monitor the superintendent's progress. Be as specific as possible regarding what you want to achieve. Avoid generalities and broad, sweeping statements.
- * **Measurable**
When and how will you know the superintendent has achieved the established performance targets.
- * **Attainable**
Do the goals you are asking the superintendent to achieve relate to the overall mission of the school corporation? Goals that are unimportant, or irrelevant, defeat the purpose of performance evaluations. Do not ask the superintendent to spend time pursuing something that is not really important to your school corporation.
- * **Established with reasonable time-frames for completion.**
When does the board expect the goals to be achieved? Establish deadlines and ask for periodic progress reports to determine whether the action plan is proceeding as planned. However, do not over-burden the superintendent in the degree that goal reporting interferes with his or her normal duties and do not expect all goals to be completed at the same time. Some goals are and need to be ongoing. For those goals that may be extended for more than one evaluation period, it is critical that planned progress towards goal completion be monitored and the evaluation be based on that progress.

The superintendent should report his or her progress at various intervals throughout the year, however a summary report should be prepared for the board prior to the annual evaluation. The process recommends a minimum of two goals and/or objectives per evaluation cycle, but the number may exceed two. The evaluation process form allows for up to six (see Figure 3). Each goal and/or objective is evaluated as Highly Effective, (exceeding its target), Effective, (met its target), Needs Improvement

(met a portion of its target), Ineffective, (failed to meet its target), after which is scored based on a scale of 1 – 4, with 4 = High Effective, 3 = meeting all targets, perhaps exceeding in some, 2 = meeting half of the targets, and 1 = meeting less than half of the targets. The final score (1-4) is placed in the box next to the Goals/Objectives Score.

ISBA/IAPSS Superintendent Evaluation Metrics



Leadership Outcomes (70%)

Effectiveness Rubric (70%): This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined the rubric itself. In this example, it is weighted at 70% of the superintendent's comprehensive rating.

- Highly Effective (HE) 4 points
- Effective (E) 3 points
- Improvement Necessary (IN) 2 points
- Ineffective (IN) 1 point

Student Learning Data (10%)

Accountability A-F Grade (10%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating.

- A High Effective (HE) 4 points
- B Effective (E) 3 points
- C Improvement Necessary (IN) 2 points
- D or F Ineffective (I) 1 point

Superintendent Goals/Objectives (20%)

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent school board that address local needs, focus on specific area of school administration, or that emphasizes areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school based
5. Can be reflective of personal growth or achievement

➤ Exceeds all goals	Highly Effective (HE)	4 points
➤ Meets all goals, may exceed one	Effective (E)	3 points
➤ Meets only one goal	Improvement Necessary (IN)	2 points
➤ Meets no goals	Ineffective (IN)	1 point

Computing the Score:

	Raw Score	Weight	Score
Rubric Rating	3	0.70	2.1
+Accountability A-F Goals	4	0.10	.4
+Superintendent Goals/Objective Rating	4	0.20	.8
Comprehensive Effectiveness Rating			3.3

Scale:

	Categories			
	Ineffective	Improvement Necessary	Effective	Highly Effective
Points	1.0	1.75	2.5	3.5 4.0

Borderline points always round up.

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.

Competencies	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: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - 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	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
1.3 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	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.

If you have received this document from any source other than the RISE website, it may have been altered from its original version.

1.4	<p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - 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 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - 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 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant towards mastery or inform instruction. - Plan formative assessments to measure progress 	<p>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.</p>
1.5	<p>Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - 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 	<p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

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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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding and mastery of lesson objectives:	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives.</p> <p>For Level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -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 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - 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 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - 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 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - 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.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
2. In some situations, it may not be appropriate to state the objective for the lesson. (multiple objectives for various "centers", early childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students.	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 others' 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 	<ul style="list-style-type: none"> - 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 uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> - 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 - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - 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 - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistakes that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	<p>Teacher is highly effective at engaging students in academic content.</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -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 	<p>Teacher is effective at engaging students in academic content.</p> <p>3/4 or more of students are actively engaged in content at all times and not off-task</p> <ul style="list-style-type: none"> -Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective -Ways of engaging with content reflect different learning modalities or intelligences -Teacher 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 (See Notes below for specific evidence of engagement) 	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> -Fewer than 3/4 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 and teacher's attempt to modify instruction for these students is limited or not always effective -ELL and IEP students are sometimes given appropriate accommodations to be engaged in content -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> -Fewer than 1/2 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 and teacher makes no effort to adjust instruction for these students -ELL and IEP students are not provided with the necessary accommodations to engage in content -Students do not actively listen and are overly disinterested in engaging

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions, as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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	Effective	Effective	Effective	Ineffective
Competency 2.4: Check for Understanding	<p>Teacher is highly effective at checking for understanding</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> -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 assesses student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding.</p> <p>Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).</p> <ul style="list-style-type: none"> -Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding -Teacher uses wait time effectively both after posing a question and before helping students think through a response -Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students -Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <p>Teacher sometimes checks for understanding of content, but misses several key moments.</p> <ul style="list-style-type: none"> -Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding. -Teacher may not provide enough wait time after posing a question for students to think and 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 occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>Teacher is ineffective at checking for understanding</p> <p>Teacher rarely or never checks for understanding of content, or misses nearly all key moments</p> <ul style="list-style-type: none"> -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding -Teacher frequently moves on with content before students have a chance to respond to questions, or frequently gives students the answer rather than helping them think through the answer. -Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. -Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or pathway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Now's, Turn and Talk/Pair Share, Guided or Independent Practice, Exit Slips

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	<p>Teacher is highly effective at modifying instruction as needed</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - 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 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - 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 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - 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

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: adding background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

Competency 2.6:	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations, instills 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) 	<ul style="list-style-type: none"> - 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 tasks 	<ul style="list-style-type: none"> - 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) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:
 - Activating higher levels of inquiry on Bloom's taxonomy (using words such as: "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
 - Asking students to explain their reasoning
 - Asking students to explain why they are learning something or to summarize the main idea
 - Asking students to apply a new skill or concept in a different context
 - Posing a question that increases the rigor of the lesson content
 - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 always engaged in meaningful work 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 	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work 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. 	<p>Teacher needs improvement at maximizing instructional time.</p> <ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences. - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - 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. 	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - 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 - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - 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.

Notes

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

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Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Competency 2.8: Create Classroom Culture of Respect and Collaboration	<p>For Level 4, much of the level's evidence is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: Set High Expectations for Academic Success	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - 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 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - 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 praises academic work - High quality work of all students is displayed in the classroom 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - 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 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - 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

Note:
 1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.

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DOMAIN 3: Teacher Leadership

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

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 dedicating time for students and peers outside of class	Teacher will: - Contribute ideas and expertise to further the school's 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 - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes 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 note: - 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 note: - 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 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 - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may not: - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as part for the course and does not advocate for students' needs.
3.5 Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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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.

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

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

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DOMAIN 1: PURPOSEFUL PLANNING

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 (1.1.HE)

Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans
-Use multiple assessments to determine PLOP (1.1.E)

Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above (1.1.IN)

Teacher rarely or never uses prior assessment data when planning (1.1.I)

1.2 Set Ambitious And Measurable Achievement Goals

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.2.HE.1)

Teacher develops an annual student achievement goal that: (1.2.E.1)

Teacher develops an annual student achievement goal that: (1.2.IN.1)

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes (1.2.I.2)

Plans an ambitious annual student achievement goal (1.2.HE.2)

Is aligned to content standards (1.2.E.2)

Is not aligned to content standards (1.2.IN.2)

Includes benchmarks to help monitor learning and inform interventions throughout the year (1.2.E.3)

Does not include benchmarks to help monitor learning and inform interventions throughout the year (1.2.IN.3)

Is measurable (1.2.E.4)

-Needs defined in PLOP are aligned to goals (1.2.E.5)

1.3 Develop Standards-Based Unit Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.3.HE.1)

Based on achievement goals, teacher plans units by: (1.3.E.1)

Based on achievement goals, teacher plans units but: (1.3.IN.1)

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Creates well-designed unit assessments that align with an end-of-year summative assessment (either state, district, or teacher created) (1.3.HE.2)	Creating assessments before each unit begins for backwards planning (1.3.E.2)	Does not create assessments before each unit begins for backwards planning (1.3.IN.2)	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 (1.3.L.2)
Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.3.HE.3)	Allocating an instructionally appropriate amount of time for each unit (1.3.E.3)	Does not allocate an instructionally appropriate amount of time for each unit (1.3.IN.3)	
	Identifying content standards that students will master in each unit (1.3.E.4)		
	-IEP goals aligned to state standards (1.3.E.5)		
1.4 Create Objective-Driven Lesson Plans And Assessments			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.4.HE.1)	Based on unit plan, teacher plans daily lessons by: (1.4.E.1)	Based on unit plan, teacher plans daily lessons but: (1.4.IN.1)	
Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.4.HE.2)	Designing assignments that are meaningful or relevant (1.4.E.2)	Does not design assignments that are meaningful or relevant (1.4.IN.2)	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 (1.4.L.2)
Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction (1.4.HE.3)	Designing formative assessments that measure progress towards mastery and informed instruction (1.4.E.3)	Does not plan formative assessments to measure progress towards mastery or informed instruction (1.4.IN.3)	
	Identifying lesson objectives that are aligned to state content standards (1.4.E.4)		
	Matching instructional strategies and activities/assignments to the lesson objectives (1.4.E.5)		
	-Instruction based on IEP goals (1.4.E.6)		
	-Evidence that the IEP is being implemented across all settings (1.4.E.7)		

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1.5 Track Student Data And Analyze Progress

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.5.HE.1)	Teacher uses an effective data tracking system but: (1.5.E.1)	Teacher uses an effective data tracking system but: (1.5.IN.1)	
Uses daily checks for understanding for additional data points (1.5.HE.2)	Analyzing student progress towards mastery and planning future lessons/units accordingly (1.5.E.2)	Does not use data to analyze student progress towards mastery or to plan future lessons/units (1.5.IN.2)	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.5.I.2)
Updates tracking system daily (1.5.HE.3)	Maintaining a grading system aligned to student learning goals (1.5.E.3)	Does not have grading system that appropriately aligns with student learning goals (1.5.IN.3)	
Uses data analysis of student progress to drive lesson planning for the following day (1.5.HE.4)	Recording student assessment/ progress data (1.5.E.4)		
	-Teacher monitors progress on goals (1.5.E.5)		
	-Services are implemented as identified in IEP (1.5.E.6)		

DOMAIN 2: EFFECTIVE INSTRUCTION

2.1 Develop Student Understanding And Mastery Of Lesson Objectives

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.1.HE.1)	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 (2.1.E.1)	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 (2.1.IN.1)	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 (2.1.I.1)
Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)	Objective is written in a student-friendly manner and/or explained to students in easy to understand terms (2.1.E.2)	Objective is stated, but not in a student-friendly manner that leads to understanding (2.1.IN.2)	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students (2.1.I.2)
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)	Teacher attempts explanation of importance of objective, but students fail to understand (2.1.IN.3)	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 (2.1.I.3)

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Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)	Lesson generally does not build on prior knowledge of students or students fail to make this connection (2.1.N.4)	There may be no effort to connect objective to prior knowledge of students (2.1.I.4)
Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)	Organization of the lesson may not always be connected to mastery of the objective (2.1.N.5)	Lesson is disorganized and does not lead to mastery of objective (2.1.I.5)
-Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs. (2.1.E.6)		
-Clearly identified objective (2.1.E.7)		
-TOR identifies relationship between lesson and IEP goals (2.1.E.8)		

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.2.H.E.7)	Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)	Teacher delivers content that is factually correct (2.2.N.1)	Teacher may deliver content that is factually incorrect (2.2.I.1)
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.H.E.2)	Content is clear, concise and well-organized (2.2.E.2)	Content occasionally lacks clarity and is not as well-organized as it could be (2.2.N.2)	Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.H.E.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.N.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.H.E.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.N.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each other's learning of content through collaboration during the lesson (2.2.H.E.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language (2.2.N.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.H.E.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher does not always implement new and improved instructional strategies learned via professional development (2.2.N.6)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)

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2.3 Engage Students In Academic Content

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.3.H.E.1)

3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)

Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IV.1)

Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.1)

Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.H.E.2)

Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2)

Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IV.2)

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 (2.3.I.2)

Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.H.E.3)

Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)

Teacher may miss opportunities to provide ways of differentiating content for student engagement (2.3.IV.3)

Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)

The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.H.E.4)

Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4)

Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective (2.3.IV.4)

Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students (2.3.I.4)

Teacher effectively integrates technology as a tool to engage students in academic content (2.3.H.E.5)

ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)

ELL and IEP students are sometimes given appropriate accommodations to be engaged in content (2.3.IV.5)

ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)

Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6)

Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IV.6)

Students do not actively listen and are overly disinterested in engaging (2.3.I.6)

-Evidence of use of Peer Reviewed and/or Research based strategies (2.3.E.7)

2.4 Check For Understanding

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.4.H.E.1)

Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1)

Teacher sometimes checks for understanding of content, but misses several key moments (2.4.IV.1)

Teacher rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.1)

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Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.2)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2)	Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding (2.4.IN.2)	Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate (2.4.I.2)
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 (2.4.HE.3)	Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)	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 (2.4.IN.3)	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 (2.4.I.3)
Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.4)	Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.IN.4)	Teacher frequently allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.I.4)
Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.1)	Teacher responds to misunderstandings with effective scaffolding techniques (2.5.E.2)	Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments (2.4.IN.5)	Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)
Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.2)	Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)	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 (2.5.IN.1)	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 (2.5.I.1)
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)	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 (2.5.IN.2)	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)
			Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)

2.5 Modify Instruction As Needed

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2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.6.HE.1)	Lesson is accessible and challenging to almost all students (2.6.E.1)	Lesson is not always accessible or challenging for students (2.6.IN.1)	Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)
Lesson is accessible and challenging to all students (2.6.HE.2)	Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)
Students are able to answer higher-level questions with meaningful responses (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)
Students pose higher-level questions to the teacher and to each other (2.6.HE.4)	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate (2.6.IN.4)	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)
Teacher highlights examples of recent student work that meets high expectations. Insists and motivates students to do it again if not great (2.6.HE.5)	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)
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) (2.6.HE.6)			

2.7 Maximize Instructional Time

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.7.HE.1)	Students arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.E.1)	Some students consistently arrive late (unexcused) for class without consequences (2.7.IN.1)	Students may frequently arrive late (unexcused) for class without consequences (2.7.I.1)
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)	Class starts on-time (2.7.E.2)	Class may consistently start a few minutes late (2.7.IN.2)	Teacher may frequently start class late (2.7.I.2)

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Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.H.E.3)	Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.I.N.3)	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 (2.7.I.3)
Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.H.E.4)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) (2.7.E.4)	There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.I.N.4)	There are significant periods of time in which students are not engaged in meaningful work (2.7.I.4)
All students are on task and follow instructions of teacher without much prompting (2.7.H.E.5)	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.5)	Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.I.N.5)	Teacher wastes significant time between parts of the lesson due to classroom management (2.7.I.5)
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (2.7.H.E.6)	Almost all students are on task and follow instructions of teacher without much prompting (2.7.E.6)	Significant prompting from the teacher is necessary for students to follow instructions and remain on task (2.7.I.N.6)	Even with significant prompting, students frequently do not follow directions and are off task (2.7.I.6)
	Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)	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 (2.7.I.N.7)	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson (2.7.I.7)
	-Master schedule of service delivery (2.7.E.8)		
	-Effectively manages instructional resources (2.7.E.9)		
2.8 Create Classroom Culture Of Respect And Collaboration			
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.8.H.E.1)	Students are respectful of their teacher and peers (2.8.E.1)	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms (2.8.I.N.1)	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior (2.8.I.1)
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.H.E.2)	Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)	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 (2.8.I.N.2)	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention (2.8.I.2)

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Students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.H.E.3)	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.I.N.3)	Teacher rarely or never praises positive behavior (2.8.I.3)
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.I.N.4)	Teacher rarely or never addresses negative behavior (2.8.I.4)
	-Evidence of instruction on behavior goals across all settings (2.8.E.5)		
	-Evidence of implementation of positive behavior management plan (2.8.E.6)		
	-Environmental supports are in place (2.8.E.7)		
2.9 Set High Expectations For Academic Success			
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.9.H.E.1)	Teacher sets high expectations for students of all levels (2.9.E.1)	Teacher may set high expectations for some, but not others (2.9.I.N.1)	Teacher rarely or never sets high expectations for students (2.9.I.1)
Students participate in forming academic goals for themselves and analyzing their progress (2.9.H.E.2)	Students are invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2)	Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging (2.9.I.N.2)	Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off task, or refuse to attempt assignments (2.9.I.2)
Students demonstrate high academic expectations for themselves (2.9.H.E.3)	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) (2.9.E.3)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) (2.9.I.N.3)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3)
Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.H.E.4)	Teacher celebrates and praises academic work (2.9.E.4)	Teacher may praise the academic work of some, but not others (2.9.I.N.4)	Teacher rarely or never praises academic work or good behavior (2.9.I.4)
	High quality work of all students is displayed in the classroom (2.9.E.5)	High quality work of a few, but not all students, may be displayed in the classroom (2.9.I.N.5)	High quality work is rarely or never displayed in the classroom (2.9.I.5)

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DOMAIN 3: TEACHER LEADERSHIP

3.1 Contribute To School Culture

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1)

Teacher will: (3.1.E.1)

Teacher does not: (3.1.IN.1)

Seek out leadership roles (3.1.HE.2)

Dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2)

Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.2)

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers (3.1.I.2)

Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.3)

Contribute ideas and expertise to further the school's mission and initiatives (3.1.E.3)

3.2 Collaborate With Peers

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.2.HE.1)

Teacher will: (3.2.E.1)

Teacher does not: (3.2.IN.1)

Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)

Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)

Seek to provide other teachers with assistance when needed (3.2.IN.2)

Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player (3.2.I.2)

Coach peers through difficult situations (3.2.HE.3)

Seek out and participate in regular opportunities to work with and learn from others (3.2.E.3)

Regularly seek out opportunities to work with others (3.2.IN.3)

Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)

3.3 Seek Professional Skills And Knowledge

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.3.HE.1)

Teacher will: (3.3.E.1)

Teacher does not: (3.3.IN.1)

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Regularly share newly learned knowledge and practices with others (3.3.HE.2)	Actively pursue opportunities to improve knowledge and practice (3.3.E.2)	Actively pursue optional professional development opportunities (3.3.IN.2)	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.3.I.2)
Seek out opportunities to lead professional development sessions (3.3.HE.3)	Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)	Seek out ways to implement new practices into instruction (3.3.IN.3)	
	Welcome constructive feedback to improve practices (3.3.E.4)	Accept constructive feedback well (3.3.IN.4)	
	Attend all mandatory professional development opportunities (3.3.E.5)		
3.4 Advocate For Student Success			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.4.HE.1)	Teacher will: (3.4.E.1)	Teacher does not: (3.4.IN.1)	
Display commitment to the education of all the students in the school (3.4.HE.2)	Advocate for students' individualized needs (3.4.E.2)	Advocate for students' needs (3.4.IN.2)	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.2)
Make changes and take risks to ensure student success (3.4.HE.3)	Display commitment to the education of all his/her students (3.4.E.3)		
	Attempt to remedy obstacles around student achievement (3.4.E.4)		
	-Appropriate Gen Ed teachers have copies of IEPs (3.4.E.5)		
3.5 Engage Families In Student Learning			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (3.5.HE.1)	Teacher will: (3.5.E.1)	Teacher does not: (3.5.IN.1)	
Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)	Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2)	Proactively reach out to parents to engage them in student learning (3.5.IN.2)	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.2)

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Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events (3.5.H.E.3)	Respond promptly to contact from parents (3.5.E.3)
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Engage in all forms of parent outreach required by the school (3.5.E.4)

DOMAIN 4: CORE PROFESSIONALISM

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences* (4.1.M)	Individual has demonstrated a pattern of unexcused absences (4.1.DNM)
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4.2 On Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.M)	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) (4.2.DNM)
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4.3 Policies And Procedures

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) (4.3.M)	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) (4.3.DNM)
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4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)
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Indiana School Counselor Rubric

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Domain 1: Academic Achievement

1.1 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. (1.1.H)

The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)

The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.M)

The school counselor does not monitor academic achievement. (1.1.I)

1.2 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. (1.2.H)

The school counselor regularly engages in professional development. (1.2.E)

The school counselor sporadically engages in professional development. (1.2.M)

The school counselor does not engage in professional development. (1.2.I)

1.3 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. (1.3.H)

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. (1.3.E)

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. (1.3.M)

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. (1.3.I)

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1.4 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 questions. (1.4.H)	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IV)	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)
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1.5 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. (1.5.H)	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. (1.5.E)	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. (1.5.IV)	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. (1.5.I)
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1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

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. (1.6.H)	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. (1.6.E)	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. (1.6.IV)	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)
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Domain 2: Student Assistance Services

2.1 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. (2.1.HE)

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. (2.1.E)

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. (2.1.IV)

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. (2.1.I)

2.2 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. (2.2.HE)

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. (2.2.E)

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. (2.2.IV)

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. (2.2.I)

2.3 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. (2.3.HE)

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. (2.3.E)

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. (2.3.IV)

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

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2.4 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. (2.4.H/E)

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.I/V)

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

Domain 3: Career Development

3.1 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, work force), to expand career knowledge and experiences. (3.1.H/E)

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)

The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.I/V)

The school counselor does not facilitate age-appropriate career development. (3.1.I)

3.2 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. (3.2.H/E)

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. (3.2.E)

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. (3.2.I/V)

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. (3.2.I)

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3.3 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, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE)	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.E)	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. (3.3.IV)	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. (3.3.I)
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3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IV)	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)
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Domain 4: Professional Leadership

4.1 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. (4.1.HE)	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)	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. (4.1.IV)	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. (4.1.I)
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4.2 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. (4.2.HE)	The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IV)	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)
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4.3 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. (4.3.HE)	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E)	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IV)	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I)
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4.4 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. (4.4.HE)	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. (4.4.E)	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. (4.4.IV)	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. (4.4.I)
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4.5 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. (4.5.H/E)

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. (4.5.E)

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. (4.5.I/J)

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. (4.5.I)

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

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. (4.6.H/E)

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. (4.6.E)

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. (4.6.I/J)

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. (4.6.I)

Indiana School Librarian Evaluation Rubric

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Domain 1: Purposeful Planning

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. (1.1.HE.1)

School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. (1.1.E.1)

School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. (1.1.IN.1)

School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology. (1.1.L.1)

- 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. (1.1.HE.2)

- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media. (1.1.E.2)

- Librarian reads journals to learn about current trends. (1.1.IN.2)

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. (1.2.HE.1)

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. (1.2.E.1)

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. (1.2.IN.1)

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. (1.2.L.1)

-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met. (1.2.HE.2)

-The goal for the program is communicated with appropriate stakeholders. (1.2.E.2)

-The goal for the program is established but not communicated with appropriate stakeholders. (1.2.IN.2)

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. (1.3.HE.1)

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. (1.3.E.1)

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. (1.3.IN.1)

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. (1.3.L.1)

Indiana School Librarian Evaluation Rubric

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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. (1.4.HE.1)

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. (1.4.E.1)

School librarian has a rudimentary plan to evaluate the library program. (1.4.IN.1)

School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. (1.4.I.1)

-The librarian proactively responds to the evidence of the evaluation. (1.4.HE.2)

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. (1.5.HE)

In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature. (1.5.E)

School librarian goes through the motions of performing the work of the position, but without any real commitment to it. (1.5.IN)

School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required. (1.5.I)

1.6 Establishing And Maintaining Library Procedures

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation. (1.6.HE)

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly. (1.6.E)

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically. (1.6.IN)

Library routines and 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. (1.6.I)

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. (1.7.HE)

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. (1.7.E)

School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users. (1.7.IN)

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. (1.7.I)

Indiana School Librarian Evaluation Rubric

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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. (1.8.H/E)	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. (1.8.E)	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. (1.8.I/V)	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. (1.8.J)
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Domain 2: Effective Instruction

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. (2.1.H/E)	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. (2.1.E)	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. (2.1.I/V)	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict. (2.1.J)
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2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. (2.2.H/E, I)	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. (2.2.E, I)	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct. (2.2.I/V, J)	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. (2.2.J, I)
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Indiana School Librarian Evaluation Rubric

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<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 others' 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 (2.2.HE.2) 	<p>- Content is clear, concise, and well-organized</p> <ul style="list-style-type: none"> - 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 explanations - Librarian implements relevant instructional strategies learned via professional development (2.2.E.2) 	<p>- Content occasionally lacks clarity and is not as well organized as it could be</p> <ul style="list-style-type: none"> - 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 lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development (2.2.IV.2) 	<p>- Librarian may deliver content that is factually incorrect</p> <ul style="list-style-type: none"> - 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 are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language (2.2.I.2)
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2.3 Engage Students In Academic Content

<p>Librarian is highly effective at engaging students in academic content. (2.3.HE.1)</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 (2.3.HE.2) 	<p>Librarian is effective at engaging students in academic content. (2.3.E.1)</p> <ul style="list-style-type: none"> - More than 3/4 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 (See Notes below for specific evidence of engagement) (2.3.E.2) 	<p>Librarian needs improvement at engaging students in academic content. (2.3.IV.1)</p> <ul style="list-style-type: none"> - Fewer than 3/4 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 (2.3.IV.2) 	<p>Librarian is ineffective at engaging students in academic content. (2.3.I.1)</p> <ul style="list-style-type: none"> - Fewer than 1/2 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 (2.3.I.2)
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2.4 Check For Understanding

School librarian is highly effective at checking for understanding. (2.4.HE.1)	School librarian is effective at checking for understanding. (2.4.E.1)	School librarian needs improvement at checking for understanding. (2.4.IN.1)	School librarian is ineffective at checking for understanding. (2.4.I.1)
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 (2.4.HE.2) 	<p>- Librarian 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</p> <ul style="list-style-type: none"> - 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 students 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 (see note for examples) (2.4.E.2) 	<p>- Librarian sometimes checks for understanding of content, but misses several key moments</p> <ul style="list-style-type: none"> - 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 (2.4.IN.2) 	<p>- Librarian rarely or never checks for understanding of content, or misses nearly all key moments</p> <ul style="list-style-type: none"> - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot 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 (2.4.I.2)

2.5 Modify Instruction As Needed

School librarian is highly effective at modifying instruction as needed. (2.5.HE.1)	School librarian is effective at modifying instruction as needed. (2.5.E.1)	School librarian needs improvement at modifying instruction as needed. (2.5.IN.1)	School librarian is ineffective at modifying instruction as needed. (2.5.I.1)
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - 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 (2.5.HE.2) 	<p>- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</p> <ul style="list-style-type: none"> - 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 (2.5.E.2) 	<p>- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</p> <ul style="list-style-type: none"> - 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 (2.5.IN.2) 	<p>- Librarian 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</p> <ul style="list-style-type: none"> - 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 (2.5.I.2)

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2.6 Maximize Instructional Time

School librarian is highly effective at maximizing instructional time. (2.6.HE.1)	School librarian is effective at maximizing instructional time. (2.6.E.1)	School librarian needs improvement at maximizing instructional time. (2.6.IN.1)	School librarian is ineffective at maximizing instructional time. (2.6.I.1)
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <ul style="list-style-type: none"> - All students are on-task and follow instructions of Librarian without much prompting (2.6.HE.2) 	<ul style="list-style-type: none"> - 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 (2.6.E.2) 	<ul style="list-style-type: none"> - 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 are 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 (2.6.IN.2) 	<ul style="list-style-type: none"> - 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 (2.6.I.2)

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. (2.7.HE)	School librarian institutes sessions to assist students and teachers in the use of technology. (2.7.E)	School librarian assists students and teachers in the use of technology when specifically asked to do so. (2.7.IN)	School librarian declines to assist students and teachers in the use of technology. (2.7.I)
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2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school. (2.8.HE)	School librarian initiates collaboration with classroom teachers in the design of instructional lessons. (2.8.E)	School librarian collaborates with classroom teachers in the design of instructional lessons. (2.8.IN)	School librarian declines to collaborate with classroom teachers in the design of instructional lessons. (2.8.I)
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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. (2.9.HE)	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. (2.9.E)	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. (2.9.IN)	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. (2.9.I)
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Domain 3: Leadership

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. (3.1.H/E)

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. (3.1.E)

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. (3.1.I/N)

School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. (3.1.)

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. (3.2.H/E)

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. (3.2.E)

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. (3.2.I/N)

School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player. (3.2.)

3.3 Establishing, Evaluating, And Maintaining 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. (3.3.H/E)

Library assistants, students, or parent/community volunteers are clear as to their roles. (3.3.E)

Library assistants, students, or parent/community volunteers are partially successful. (3.3.I/N)

Library assistants, students, or parent/community volunteers are confused as to their role. (3.3.)

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 students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs. (3.4.H/E)

School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs. (3.4.E)

School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs. (3.4.I/N)

School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs. (3.4.)

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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. (3.5.HE)

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. (3.5.E)

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. (3.5.IV)

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 (3.5.I)

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. (3.6.HE)

School librarian engages in outreach efforts to parents and the larger community. (3.6.E)

School librarian makes sporadic efforts to engage in outreach to parents or the larger community. (3.6.IV)

School librarian makes no effort to engage in outreach to parents or the larger community. (3.6.I)

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. (3.7.HE)

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. (3.7.E)

School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested. (3.7.IV)

School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects. (3.7.I)

3.8 Seek Professional Skills And Knowledge

School librarian 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. (3.8.HE)

School librarian 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. (3.8.E)

School librarian's participation in professional development activities is limited to those that are mandatory. (3.8.IV)

School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. (3.8.I)

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Domain 4: Core Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences. (4.1.M)

Individual demonstrates a pattern of unexcused absences. (4.1.DNM)

4.2 On Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.M)

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). (4.2.DNM)

4.3 Policies And Procedures

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.) (4.3.M)

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.) (4.3.DNM)

4.4 Respect

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

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

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Domain 1: Purposeful Planning

1.01 Uses current and comprehensive content/specialty area knowledge for planning

As well as meeting all of the effective elements, the school professional:
(1.01.HE.1)

The school professional: (1.01.E.1)

The school professional meets most, but not all of the effective elements. (1.01.IV.1)

The school professional meets few or none of the effective elements. (1.01.I.1)

Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. (1.01.HE.2)

Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area. (1.01.E.2)

Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. (1.01.E.3)

Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. (1.01.E.4)

Provides planning that reflects understanding of general education curriculum. (1.01.E.5)

1.02 Utilizes current and appropriate practices and procedures for screening

As well as meeting all of the effective elements, the school professional:
(1.02.HE.1)

The school professional: (1.02.E.1)

The school professional meets most, but not all of the effective elements. (1.02.IV.1)

The school professional meets few or none of the effective elements. (1.02.I.1)

Provides strategies/resources to SLPs/parents for those students who do not qualify. (1.02.HE.2)

Administers, scores, analyzes and interprets results of screening protocols accurately. (1.02.E.2)

or (1.02.HE.3)

Makes appropriate recommendations with regard to future testing. (1.02.E.3)

Develops a tracking system for follow-up screenings for one year. (1.02.HE.4)

Communicates results to parents, SLPs in a timely manner. (1.02.E.4)

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1.03 Gathers appropriate information prior to determining evaluation procedures

As well as meeting all of the effective elements, the school professional: (1.03.HE.1)

The school professional: (1.03.E.1)

The school professional meets most, but not all of the effective elements. (1.03.IV.1)

The school professional meets few or none of the effective elements. (1.03.I.1)

Includes all pertinent screening information into the body of evaluation report. (1.03.HE.2)

Uses Social and Developmental histories to gather information. (1.03.E.2)

Utilizes academic information including RTI data. (1.03.E.3)

Utilizes Hearing screening information. (1.03.E.4)

1.04 Chooses appropriate evaluation instruments

As well as meeting all of the effective elements, the school professional: (1.04.HE.1)

The school professional: (1.04.E.1)

The school professional meets most, but not all of the effective elements. (1.04.IV.1)

The school professional meets few or none of the effective elements. (1.04.I.1)

Utilizes a variety of tools to address cultural and linguistic differences. (1.04.HE.2)

Uses tools, protocols and strategies that are the most current and evidence based. (1.04.E.2)

or (1.04.HE.3)

Utilizes strategies and tools that are age appropriate and related to the referral question(s). (1.04.E.3)

Uses an expanded and flexible battery of instruments for assessing students. (1.04.HE.4)

Matches academic concerns to selection of tests. (1.04.E.4)

1.05 Uses appropriate evaluation procedures

As well as meeting all of the effective elements, the school professional: (1.05.HE.1)

The school professional: (1.05.E.1)

The school professional meets most, but not all of the effective elements. (1.05.IV.1)

The school professional meets few or none of the effective elements. (1.05.I.1)

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Supplements standardized measures with:	Fairfully administers tests accurately and according to the directions outlined by the test.
- classroom observations.	(1.05.E.2)
- curriculum based activities.	
- other educationally relevant measures that are aligned with academic standards.	
(1.05.H.E.2)	

Scores data from standardized assessment and other sources accurately. (1.05.E.3)

Appropriately analyzes and interprets information from standardized assessment and other measures. (1.05.E.4)

1.06 Interprets results and makes placement/service recommendations

As well as meeting all of the effective elements, the school professional:

The school professional: (1.06.E.1)

The school professional meets most, but not all of the effective elements. (1.06.IV.1)

The school professional meets few or none of the effective elements. (1.06.I.1)

Provides information to classroom SLPs and includes the potential impact on classroom learning. (1.06.H.E.2)

Integrates all results from the evaluation process and develops clear diagnostic impressions. (1.06.E.2)

Collaborates with members of the Case Conference Committee to:

- synthesize evaluation information.
- determine the presence and severity of a disability.

- determines eligibility for speech and language services. (1.06.E.3)

Clearly communicates results using understandable terminology to all case conference participants. (1.06.E.4)

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

2.01 Manages scheduling of sessions and grouping of students

As well as meeting all of the effective elements, the school professional:
(2.01.HE.1)

The school professional: (2.01.E.1)

The school professional meets most, but not all of the effective elements. (2.01.IN.1)

The school professional meets few or none of the effective elements. (2.01.L.1)

Attempts to group students by age/grade level and disorder. (2.01.HE.2)

Efficiently manages schedules to minimally interrupt general ed curriculum/instruction. (2.01.E.2)

Appropriately groups students to maximize instructional time. (2.01.E.3)

Adjusts schedule as needed to meet time provisions of IEP. (2.01.E.4)

2.02 Prepares for effective service delivery

As well as meeting all of the effective elements, the school professional:
(2.02.HE.1)

The school professional: (2.02.E.1)

The school professional meets most, but not all of the effective elements. (2.02.IN.1)

The school professional meets few or none of the effective elements. (2.02.L.1)

Develops strategies for student successful participation in the classroom/curriculum. (2.02.HE.2)

Prepares for intervention sessions thoroughly by:

- Organizing materials.

- Selecting/adapting material, equipment, devices to meet student needs.

- Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals. (2.02.E.2)

Constructs culturally, linguistically and developmentally appropriate learning activities. (2.02.E.3)

Accommodates student's unique learning styles and present levels of performance. (2.02.E.4)

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2.03 Implements appropriate progress monitoring procedures

As well as meeting all of the effective elements, the school professional: (2.03.H.E.1)

The school professional: (2.03.E.1)

The school professional meets most, but not all of the effective elements. (2.03.I.N.1)

The school professional meets few or none of the effective elements. (2.03.L.1)

Includes student in review of data and monitoring own progress. (2.03.H.E.2)

Collects, interprets and uses data to measure progress and drive instruction. (2.03.E.2)

Matches appropriate interventions to data. (2.03.E.3)

Modifies instruction based on frequent progress monitoring. (2.03.E.4)

2.04 Promotes generalization across settings

As well as meeting all of the effective elements, the school professional: (2.04.H.E.1)

The school professional: (2.04.E.1)

The school professional meets most, but not all of the effective elements. (2.04.I.N.1)

The school professional meets few or none of the effective elements. (2.04.L.1)

Monitors and collects data of generalization across settings. (2.04.H.E.2)

Uses common core to enhance student learning. (2.04.E.2)

Promotes generalization of acquired therapeutic skills across school settings. (2.04.E.3)

Enables students to develop self monitoring skills. (2.04.E.4)

2.05 Develops student understanding of lesson objectives

As well as meeting all of the effective elements, the school professional: (2.05.H.E.1)

The school professional: (2.05.E.1)

The school professional meets most, but not all of the effective elements. (2.05.I.N.1)

The school professional meets few or none of the effective elements. (2.05.L.1)

Students can explain what they are learning and why it is important, beyond repeating the stated objective. (2.05.H.E.2)

Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson. (2.05.E.2)

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Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. (2.05.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning. (2.05.E.3)		
	Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. (2.05.E.4)		
2.06 Uses strategies that promote student engagement			
As well as meeting all of the effective elements, the school professional: (2.06.HE.1)	The school professional: (2.06.E.1)	The school professional meets most, but not all of the effective elements. (2.06.IN.1)	The school professional meets few or none of the effective elements. (2.06.I.1)
Integrates a variety of current therapeutic strategies gained from professional development activities. (2.06.HE.2)	Provides lessons that progress at an appropriate pace to maintain engagement. (2.06.E.2)		
or (2.06.HE.3)	Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. (2.06.E.3)		
Uses and teaches technology/A/C/C devices. (2.06.HE.4)	Provides consistent feedback and provides multiple opportunities for student participation. (2.06.E.4)		
2.07 Creates culture of respect and collaboration			
As well as meeting all of the effective elements, the school professional: (2.07.HE.1)	The school professional: (2.07.E.1)	The school professional meets most, but not all of the effective elements. (2.07.IN.1)	The school professional meets few or none of the effective elements. (2.07.I.1)
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. (2.07.HE.2)	Encourages collaboration and students are respectful of their SLP and peers. (2.07.E.2)		
Students reinforce positive character and behavior and discourage negative behavior amongst themselves. (2.07.HE.3)	Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. (2.07.E.3)		

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Has a good rapport with students, and shows genuine interest in their thoughts and opinion. (3.07.E.4)

Domain 3: Leadership and Professional Responsibilities

3.01 Advances professional skills and knowledge

As well as meeting all of the effective elements, the school professional: (3.01.H.E.1)

The school professional: (3.01.E.1)

The school professional meets most, but not all of the effective elements. (3.01.IV.1)

The school professional meets few or none of the effective elements. (3.01.I.1)

Regularly shares newly learned knowledge and practices with others. (3.01.H.E.2)

Actively pursues opportunities to improve knowledge and practice. (3.01.E.2)

or (3.01.H.E.3)

Seeks out ways to implement new practices into instruction, where applicable. (3.01.E.3)

Seeks out opportunities to lead professional development sessions. (3.01.H.E.4)

Welcomes constructive feedback to improve practices. (3.01.E.4)

3.02 Advocates for student success

As well as meeting all of the effective elements, the school professional: (3.02.H.E.1)

The school professional: (3.02.E.1)

The school professional meets most, but not all of the effective elements. (3.02.IV.1)

The school professional meets few or none of the effective elements. (3.02.I.1)

Displays commitment to the education of all the students in the school. (3.02.H.E.2)

Displays commitment to the education of all his/her students. (3.02.E.2)

or (3.02.H.E.3)

Provides IEP information to all teachers involved with student. (3.02.E.3)

Makes changes and take risks to ensure student success. (3.02.H.E.4)

Advocate for students' individualized needs. (3.02.E.4)

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3.03 Engages families in student learning

As well as meeting all of the effective elements, the school professional: (3.03.HE.1)	The school professional: (3.03.E.1)	The school professional meets most, but not all of the effective elements. (3.03.IV.1)	The school professional meets few or none of the effective elements. (3.03.I.1)
Strives to form relationships in which parents are given ample opportunity to participate in student learning. (3.03.HE.2)	Proactively reaches out to parents in a variety of ways to engage them in student learning. (3.03.E.2)		
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. (3.03.HE.3)	Responds promptly to contact from parents. (3.03.E.3)		
	Engages in all forms of parent outreach required by the school. (3.03.E.4)		

3.04 Manages caseload appropriately

As well as meeting all of the effective elements, the school professional: (3.04.HE.1)	The school professional: (3.04.E.1)	The school professional meets most, but not all of the effective elements. (3.04.IV.1)	The school professional meets few or none of the effective elements. (3.04.I.1)
Mentors others in appropriate management of caseload. (3.04.HE.2)	Fulfills all TOR responsibilities. (3.04.E.2)		
	Frequently monitors progress and goals and reconvenes case conferences as needed. (3.04.E.3)		
	Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education. (3.04.E.4)		

3.05 Fulfills all documentation/ paperwork requirements

As well as meeting all of the effective elements, the school professional: (3.05.HE.1)	The school professional: (3.05.E.1)	The school professional meets most, but not all of the effective elements. (3.05.IV.1)	The school professional meets few or none of the effective elements. (3.05.I.1)
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Filing is completed weekly and organized in a manner that provides for immediate accessibility. (3.05.HE.2)	Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file.. (3.05.E.2)
	Complies with the co-op or district's documentation procedures including the completion of IEPs, and the submission of CH-21s and Medicaid claims in a timely manner. (3.05.E.3)
	Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload. (3.05.E.4)
3.06 Provides appropriate supervision of others	
As well as meeting all of the effective elements, the school professional: (3.06.HE.1)	The school professional's: (3.06.E.1)
Frequently evaluates the workload of the SLPs and initiates reassignment as indicated. (3.06.HE.2)	Expectations are clear and the SLPs are assigned for maximum productivity. (3.06.E.2)
Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants. (3.06.HE.3)	SLPs are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. (3.06.E.3)
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct. (3.06.E.4)
3.07 Collaborates with others to promote student success	
As well as meeting all of the effective elements, the school professional: (3.07.HE.1)	The school professional: (3.07.E.1)
	The school professional meets most, but not all of the effective elements. (3.07.IN.1)
	The school professional meets few or none of the effective elements. (3.07.L.1)
Serves as a voluntary mentor to peers. (3.07.HE.2)	Communicates all necessary information to administration. (3.07.E.2)

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Collaborates with other professionals in matters relevant to case load. (3.07.E.3)			
Maintains professionalism during interaction with colleagues and others. (3.07.E.4)			
3.08 Organizes systems for carrying out SLP/SLPA responsibilities			
As well as meeting all of the effective elements, the school professional: (3.08.H.E.1)	The school professional: (3.08.E.1)	The school professional meets most, but not all of the effective elements. (3.08.I.N.1)	The school professional meets few or none of the effective elements. (3.08.I.1)
Takes on additional responsibilities to assist with case load obligations of peers absent or on leave. (3.08.H.E.2)	Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP. (3.08.E.2)		
	Prioritizes work load. (3.08.E.3)		
	Organizes workspace, materials and equipment to maximize instruction. (3.08.E.4)		
3.09 Contributes to the school, district and/or co-op			
As well as meeting all of the effective elements, the school professional: (3.09.H.E.1)	The school professional: (3.09.E.1)	The school professional meets most, but not all of the effective elements. (3.09.I.N.1)	The school professional meets few or none of the effective elements. (3.09.I.1)
Takes initiative and provides leadership in promoting a productive and collegial climate. (3.09.H.E.2)	Provides support and cooperation that characterize relationships with colleagues. (3.09.E.2)		
Volunteers to participate in school and co-op committees and/or projects, making a significant contribution by assuming a leadership role. (3.09.H.E.3)	Upholds all of the policies and procedures of the assigned school and co-op. (3.09.E.3)		
	Volunteers to participate in school or co-op committees/projects, and actively participates. (3.09.E.4)		
	Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful. (3.09.E.5)		

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3.10 Communicates professionally

As well as meeting all of the effective elements, the school professional:
(3.10.HE.1)

The school professional: (3.10.E.1)

The school professional meets most, but not all of the effective elements.
The school professional meets most, but not all of the effective elements.
(3.10.IV.1)

The school professional meets few or none of the effective elements. (3.10.I.1)

Responds to communication and the processing of information within 24 hours on a routine basis. (3.10.HE.2)

All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. (3.10.E.2)

Provides communication that is handled with professionalism and sensitivity. (3.10.HE.3)

All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. (3.10.E.3)

All appropriate personnel are properly informed about changes in students, staff or programming. (3.10.E.4)

Communication is clearly written and grammatically correct. (3.10.E.5)

3.11 Fosters others' awareness of communication disorders

As well as meeting all of the effective elements, the school professional:
(3.11.HE.1)

The school professional: (3.11.E.1)

The school professional meets most, but not all of the effective elements. (3.11.IV.1)

The school professional meets few or none of the effective elements. (3.11.I.1)

Provides inservice training on communication disorders for peers, parents and/or students. (3.11.HE.2)

Provides developmental guidelines to general education teachers and offer to parents when appropriate. (3.11.E.2)

Provides inservice to classroom paraprofessionals. (3.11.HE.3)

Shares information on communication disorders with peers and offer information to parents and students. (3.11.E.3)

Shares information of appropriate referrals/guidelines. (3.11.E.4)

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3.12 Seeks professional growth and learning opportunities to advance own knowledge and skill

As well as meeting all of the effective elements, the school professional: (3.12.HE.1)	The school professional: (3.12.E.1)	The school professional meets most, but not all of the effective elements. (3.12.IV.1)	The school professional meets few or none of the effective elements. (3.12.I.1)
Earns additional hours or advanced degrees in the field. (3.12.HE.2)	Identifies needs and develops a plan for continuing education. (3.12.E.2)		
or (3.12.HE.3)	Responds to Supervisor suggestions for professional growth. (3.12.E.3)		
Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.) (3.12.HE.4)	Shares new information and implements new knowledge when opportunity arises. (3.12.E.4)		

3.13 Completes all case conference set up responsibilities appropriately

As well as meeting all of the effective elements, the school professional: (3.13.HE.1)	The school professional: (3.13.E.1)	The school professional meets most, but not all of the effective elements. (3.13.IV.1)	The school professional meets few or none of the effective elements. (3.13.I.1)
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present. (3.13.HE.2)	Students and/or Case Conference notices are entered appropriately into the IEP system prior to conference. (3.13.E.2)		
	Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. (3.13.E.3)		
	Case conferences are set up prior to the expiration date of IEP. (3.13.E.4)		

3.14 Meaningfully participates in case conferences

As well as meeting all of the effective elements, the school professional: (3.14.HE.1)	The school professional: (3.14.E.1)	The school professional meets most, but not all of the effective elements. (3.14.IV.1)	The school professional meets few or none of the effective elements. (3.14.I.1)
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Takes the lead when necessary to keep case conference on track. (3.14.H.E.2)	Brings all appropriate records and documents to case conference. (3.14.E.2)
Defuses contentious situations during the case conference. (3.14.H.E.3)	Meaningfully, understandably and efficiently participates in the case conference. (3.14.E.3)
As chair, runs the meeting efficiently while allowing opportunity for all to participate. (3.14.H.E.4)	Facilitates parent participation. (3.14.E.4)
	Assists with completing the IEP as needed. (3.14.E.5)
	When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. (3.14.E.6)
3.15 Develops IEPs based on individual student needs and are completed using appropriate procedures	
As well as meeting all of the effective elements, the school professional: (3.15.H.E.1)	The school professionals: (3.15.E.1)
	The school professional meets most, but not all of the effective elements. (3.15.H.E.1)
	The school professional meets few or none of the effective elements. (3.15.L.1)
Volunteers to train and assist others in the use of the IEP system. (3.15.H.E.2)	Goals are measurable and clearly written and based on present levels of performance. (3.15.E.2)
Volunteers to review and evaluate IEPs. (3.15.H.E.3)	Services are aligned with goals. (3.15.E.3)
Provides IEPs that stand up during due process scrutiny. (3.15.H.E.4)	Recommended accommodations are appropriate, and their use is clearly defined. (3.15.E.4)
	Notes clearly and succinctly capture relevant discussions. (3.15.E.5)
	Components of the IEP are accurately completed and the document meets the "stranger" test. (3.15.E.6)

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3.16 Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)

As well as meeting all of the effective elements, the school professional: (3.16.HE.1)	The school professional: (3.16.E.1)	The school professional meets most, but not all of the effective elements. (3.16.M.1)	The school professional meets few or none of the effective elements. (3.16.L.1)
Documents and testimony clearly supports the school's position and advances the due process case. (3.16.HE.2)	Documents required for due process are submitted to Supervisor within required time frame. (3.16.E.2)		
	Documents submitted for due process contain appropriate information. (3.16.E.3)		
	Testimony is factual, clear and without bias. (3.16.E.4)		

Domain 4: Core Professionalism

4.1 Attendance

School professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. (4.1.M)	School professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement. (4.1.DMM)
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4.2 On-Time Arrival

School professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences. (4.2.M)	School professional has demonstrated a pattern of unexcused late arrivals or early departures. (4.2.DMM)
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4.3 Policies and Procedures

School professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). (4.3.M)

School professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). (4.3.DNM)

4.4 Respect

School professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner. (4.4.M)

School professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner. (4.4.DNM)

4.5 Ethical

School professional performs the function of the job in an ethical manner and maintains confidentiality at all times. (4.5.M)

School professional has demonstrated a pattern of performing the function of the job in an unethical manner or breaking confidentiality requirements. (4.5.DNM)



Indiana Department of Education

Indiana Principal Effectiveness Rubric

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the efficacy or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e., diligent individuals to fit a rigorous school culture). 	Principal recruits, hires, and supports teachers by: <ul style="list-style-type: none"> Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school. 	Principal recruits, hires, and supports effective teachers by: <ul style="list-style-type: none"> Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions. 	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.1 Hiring and retention				
1.1.2 Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	Principal prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members. 	Principal prioritizes and applies teacher evaluations by: <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate 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. 	Principal does not prioritize and apply teacher evaluations by: <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.

¹ For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Final – 8/1/2012

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3 Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Frequently creating learning opportunities in which highly effective teachers support their peers. - Monitoring the impact of implemented learning opportunities on student achievement. - Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	Principal orchestrates professional learning opportunities by: <ul style="list-style-type: none"> - Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results. - Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. - Providing differentiated learning opportunities to teachers based on evaluation results. 	Principal orchestrates aligned professional learning opportunities turned to staff needs by: <ul style="list-style-type: none"> - Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data. - Providing learning opportunities with little variety of format. - Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	Principal does not orchestrate aligned professional learning opportunities turned to staff needs by: <ul style="list-style-type: none"> - Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data. - Providing no variety in format of learning opportunities. - Failing to provide professional learning opportunities based on evaluation results.
1.1.4 Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - Encouraging and supporting teacher leadership and progression on career ladders. - Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task. - Recognizing and celebrating emerging leaders. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school. - Providing formal and informal opportunities to mentor emerging leaders. - Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	Principal develops leadership and talent by: <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school. - Providing formal and informal opportunities to mentor some, but not all, emerging leaders. - Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	Principal does not develop leadership and talent by: <ul style="list-style-type: none"> - Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school. - Rarely or never providing mentorship to emerging leaders. - Providing no support and encouragement of leadership and growth. - Frequently assigning responsibilities without allocating necessary authority.
1.1.5 Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 delegates tasks and responsibilities appropriately by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6 Strategic assignment ²	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses. 	Principal uses staff placement to support instruction by: <ul style="list-style-type: none"> Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	Principal uses staff placement to support instruction by: <ul style="list-style-type: none"> Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	Principal does not use staff placement to support instruction by: <ul style="list-style-type: none"> Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> Saying in frequent communication with teachers on remediation plans 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: <ul style="list-style-type: none"> Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	Principal addresses teachers in need of improvement or ineffective by: <ul style="list-style-type: none"> Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	Principal does not address teachers in need of improvement or ineffective by: <ul style="list-style-type: none"> 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 statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

² This indicator obviously assumes there is ability of leader to make these decisions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Indefinite (1)
1.2 Instructional Leadership				
1.2.1 Mission and vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">- Defining long, medium, and short-term application of the vision and/or mission;- Monitoring and measuring progress toward the school's vision and/or mission;- Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;- Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none">- Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s);- Defining specific instructional and behavioral actions linked to the school's vision and/or mission;- Ensuring all key decisions are aligned to the vision and/or mission;- Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none">- Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s);- Making significant key decisions without alignment to the vision and/or mission;- Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	<p>Principal does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none">- Failing to adopt a school-wide instructional vision and/or mission;- Defining a school-wide instructional vision and/or mission that is not applied to decisions; implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of vision and teacher awareness.
1.2.2 Classroom observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">- Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;- Monitoring the impact of feedback provided to teachers.	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none">- Visiting all teachers frequently (announced and unannounced) to observe instruction;- Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;- Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none">- Occasionally visiting teachers to observe instruction;- Occasionally analyzing student performance data to drive instruction evaluate instructional quality;- Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none">- Rarely or never visiting teachers to observe instruction;- Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;- Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3 Teacher collaboration	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none">- Monitoring collaborative efforts to ensure a constant focus on student learning;- Tracking best collaborative practices to solve specific challenges;- Holding collaborating teams accountable for their results.	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none">- Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;- Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;- Aligning teacher collaborative efforts to the school's vision/mission.	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none">- Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;- Supporting and encouraging teamwork and collaboration in a limited number of ways;- Occasionally aligning teacher collaborative efforts to instructional practices.	<p>Principal does not support teacher collaboration by:</p> <ul style="list-style-type: none">- Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;- Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;- Rarely or never aligning teacher collaborative efforts to instructional practices.

Component	Improvement Goal (4)	Effective (3)	Improvement Access (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning				
1.3.1 Developing Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; - Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; - Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; - Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; - Revising the use and design of teacher and school-wide tracking tools.	Principal supports the planning and development of Student Learning Objectives (SLOs) by: - Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; - Collaborating with teachers to identify standards or skills to be assessed; - Collaborating with teachers to develop/select assessments to evaluate overall student progress, utilizing assessments that accurately and reliably measure student learning; - Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; - Systematically working with teachers to monitor and reflect SLOs throughout year as necessary; - Utilizing a tracking tool to monitor school-wide progress on SLOs; - Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	Principal supports the creation of Student Learning Objectives (SLOs) by: - Organizing, but only occasionally leading or participating in opportunities for collaboration; or developing the systems and processes necessary for collaboration to occur; - Occasionally collaborating with teachers to identify standards or skills to be assessed; focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; working with teachers only occasionally throughout the year to measure progress towards goals; - Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	Principal does not support the creation of Student Learning Objectives by: - Failing to organize/provide opportunities for teacher collaboration; - Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; - Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2 Rigorous Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; - Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	Principal creates rigor in SLOs by: - Ensuring teachers' SLOs define desired outcomes; ensuring assessments used correspond to the appropriate state content standards; - Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; - Ensuring an analysis of previous year's student data is included in the development of SLOs; - Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	Principal creates rigor in SLOs by: - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Principal creates rigor in SLOs by: - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; failing to select assessments that are appropriately aligned to content standards.
1.3.3 Instructional time	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Principal supports instructional time by: - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	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; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Final - 8/1/2012

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the personal behavior that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Domain 2: Leadership Actions	Modeling (1)	Building Relationships (2)	Culture of Achievement (3)
2.1 Personal Behavior	Effective (4)	Improvement Necessary (2)	Ineffective (3)
2.1.1 Professionalism At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; - Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: - Modeling professional, ethical, and respectful behavior at all times; - Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: - Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; - Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal does not support professionalism by: - Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; - Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2 Time management At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; - Monitoring use of time to identify areas that are not effectively utilized.	Principal manages time effectively by: - Establishing yearly, monthly, weekly, and daily priorities and objectives; - Identifying and consistently prioritizing activities with the highest leverage on student achievement.	Principal manages time effectively by: - Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; - Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: - Rarely or never establishing timely objectives or priorities; - Regularly prioritizing activities unrelated to student achievement.
2.1.3 Using feedback to improve student performance At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated; - Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	Principal uses feedback to improve student performance by: - Actively soliciting feedback and help from all key stakeholders; - Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: - Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; - Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal does not use feedback to improve student performance by: - Regularly avoiding or devaluing feedback; - Rarely or never applying feedback to shape priorities.

22.4	Initiative and persistence	At level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal displays initiative and persistence by:	Principal displays initiative and persistence by:	Principal does not display initiative and persistence by:
		<ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. 	<ul style="list-style-type: none"> - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<ul style="list-style-type: none"> - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; - Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<ul style="list-style-type: none"> - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.

Communication		Highly Effective (9)	Effective (8)	Improvement Necessary (7)	Ineffective (1)
2.2.1	Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Enacting 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 relentless pursuit of these expectations.	Principal 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 create an organizational culture of urgency by: - Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations. - Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - To the extent possible, messaging key concepts in real time; - Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; - Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: - Messaging key concepts, such as the school's goals, needs, plans, success, and failures; - Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. - Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Principal skillfully and clearly communicates by: - Messaging most, but not all, key concepts; - Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; - Utilizing a limited number of means and approaches to communication.	Principal does not skillfully and clearly communicate by: - Rarely or never messaging key concepts; - Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; - Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	Fostering consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Guides others through change and addresses resistance to that change; - Monitors the success of strategies and revises based on strengths and weaknesses; - Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: - Using effective strategies to work toward a consensus for change and improvement; - Systematically managing and monitoring change processes; - Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: - Identifying areas where agreement is necessary and 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; - Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	Principal does not create a consensus for change and improvement by: - Failing to identify areas in which agreement and/or consensus is necessary; - Rarely or never managing or developing a process for change and/or improvement; - Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency	Proficient/Effective (4)	Emerging (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				
2.3.1 High expectations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; - Benchmarking expectations to the performance of the state's highest performing schools; - Creating systems and approaches to monitor the level of academic and behavior expectations; - Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. 	<p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> - Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; - Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. 	<p>Principal does not create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating academic goals that are nearing the rigor required to meet the school's academic goals; - Creating academic goals but occasionally deviates from these goals in the face of adversity. 	<p>Principal has not established academic rigor by:</p> <ul style="list-style-type: none"> - Failing to create academic goals or priorities that are not ambitious; - Consistently sets and abandons ambitious academic goals.
2.3.3 Data usage in teams	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Orchestrating frequent and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - 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. 	<p>Principal does not utilize data by:</p> <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

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Domain 1.1: Teacher Effectiveness-Mission and Vision

1.1.1 Contributes to the achievement of the mission & vision

In addition to Level 3, the assistant principal: (1.1.1.HE.1)	The assistant principal: (1.1.1.E.1)	The assistant principal: (1.1.1.IN.1)	The assistant principal: (1.1.1.L.1)
Catalyzes commitment to and vigorous pursuit of the school's vision & mission (1.1.1.HE.2)	Works through complex issues in ways that energize stakeholder commitment (1.1.1.E.2)	Contributes individual capabilities to achieve essential objectives (1.1.1.IN.2)	Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision (1.1.1.L.2)
	Contributes individual capabilities and leading group initiatives that consistently achieve essential objectives (1.1.1.E.3)	Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent (1.1.1.IN.3)	Exhibits actions or behaviors that negatively affect stakeholder commitment (1.1.1.L.3)
	Translates the vision and mission into daily school practices (1.1.1.E.4)		

1.1.2 Assists the principal in hiring, developing and retaining effective teachers

In addition to Level 3, the assistant principal: (1.1.2.HE.1)	The assistant principal: (1.1.2.E.1)	The assistant principal: (1.1.2.IN.1)	The assistant principal: (1.1.2.L.1)
Provides the student management and/or instructional support necessary to develop and retain effective early career teachers (1.1.2.HE.2)	Bases hiring recommendations primarily on the teacher's level of effectiveness (1.1.2.E.2)	Examines a teacher's level of effectiveness, but does not use it as the primary factor in hiring recommendations (1.1.2.IN.2)	Disregards or fails to examine teacher's level of effectiveness when making hiring recommendations (1.1.2.L.2)
	Takes specific actions to facilitate the development and retention of effective staff members (1.1.2.E.3)	Takes action steps that have a limited of effective teachers (1.1.2.IN.3)	Fails to take consistent steps to facilitate the development and/or retention of effective teachers (1.1.2.L.3)
	Aligns personnel recommendations with the vision and mission of the school (1.1.2.E.4)	Occasionally aligns the school's vision/mission to hiring recommendations (1.1.2.IN.4)	Fails to align hiring recommendations to the mission and vision of the school (1.1.2.L.4)

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Domain 1.2: Teacher Effectiveness - Capital Management

1.2.1 Observes professional practice

In addition to Level 3, the assistant principal: (1.2.1.HE.1)	The assistant principal: (1.2.1.E.1)	The assistant principal: (1.2.1.IN.1)	The assistant principal: (1.2.1.I.1)
Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented (1.2.1.HE.2)	Examines prior performance and student achievement data to inform observations and walkthroughs (1.2.1.E.2)	Frequently categorizes instructional practice inaccurately (1.2.1.IN.2)	Fails to conduct an adequate number of observations (1.2.1.I.2)
Differentiates the number of observations based on observed levels of teacher effectiveness (1.2.1.HE.3)	Accurately categorizes observed instructional practice (1.2.1.E.3)	Conducts the minimum number of required observations, despite observed deficiencies in professional practice (1.2.1.IN.3)	Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers (1.2.1.I.3)
	Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal (1.2.1.E.4)	Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal (1.2.1.IN.4)	

1.2.2 Provides actionable feedback

In addition to Level 3, the assistant principal: (1.2.2.HE.1)	The assistant principal: (1.2.2.E.1)	The assistant principal: (1.2.2.IN.1)	The assistant principal: (1.2.2.I.1)
Models desired actions or schedules opportunities for the teacher to learn from other teachers (1.2.2.HE.2)	Develops bite-sized action plans focused on the highest leverage teacher actions (1.2.2.E.2)	Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions (1.2.2.IN.2)	Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether (1.2.2.I.2)
Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. (1.2.2.HE.3)	Provides clear directions for how to do the most important tasks well (1.2.2.E.3)	Leaves implementation of feedback to chance by failing to consistently follow up (1.2.2.IN.3)	Fails to develop action plans with teachers (1.2.2.I.3)
	Frequently follows up to ensure feedback is implemented with fidelity (1.2.2.E.4)		

1.2.3 Monitors student performance

In addition to Level 3, the assistant principal: (1.2.3.HE.1)	The assistant principal: (1.2.3.E.1)	The assistant principal: (1.2.3.IN.1)	The assistant principal: (1.2.3.I.1)
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Develops teachers' collective ability to positively impact student learning (1.2.3.HE.2)	Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps (1.2.3.E.2)	Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers (1.2.3.IN.2)	Primarily analyzes data only after statewide achievement tests are complete (1.2.3.I.2)
Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs (1.2.3.HE.3)	Collaboratively develops concrete action steps aligned with student and teacher needs (1.2.3.E.3)	Allows teachers to establish action steps that lack clarity or alignment to performance data (1.2.3.IN.3)	Fails to identify action steps that are aligned with interim or classroom assessment data (1.2.3.I.3)
	Frequently follows up to ensure action plans are implemented with fidelity (1.2.3.E.4)	Fails to frequently follow up to ensure proper implementation (1.2.3.IN.4)	
1.2.4 Demonstrates commitment to improve teacher performance			
In addition to Level 3, the assistant principal: (1.2.4.HE.1)	The assistant principal: (1.2.4.E.1)	The assistant principal: (1.2.4.IN.1)	The assistant principal: (1.2.4.I.1)
Identifies and facilitates opportunities for teachers to share best practices (1.2.4.HE.2)	Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.E.2)	Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.IN.2)	Disregards the need for individualized assistance/coaching (1.2.4.I.2)
Demonstrates the ability to increase the teachers' effectiveness as evidenced by positive gains in student achievement (1.2.4.HE.3)	Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies (1.2.4.E.3)	Provides individual assistance/coaching that is infrequent (1.2.4.IN.3)	Provides limited opportunities for teachers to engage in professional learning (1.2.4.I.3)
Domain 1.3: Teacher Effectiveness- Talent Review			
1.3.1 Assists the principal with the evaluation of teachers			
In addition to Level 3, the assistant principal: (1.3.1.HE.1)	The assistant principal: (1.3.1.E.1)	The assistant principal: (1.3.1.IN.1)	The assistant principal: (1.3.1.I.1)
Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning (1.3.1.HE.2)	Ensures all evaluation processes and expectations are transparent and clear (1.3.1.E.2)	Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated (1.3.1.IN.2)	Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation (1.3.1.I.2)

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Allocates necessary time and resources to complete thorough, accurate and defensible evaluations (1.3.1.E.3)	Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness (1.3.1.N.3)	Incorporates limited student data and evidence of teacher practice in evaluation ratings (1.3.1.L.3)
Demonstrates the ability to identify individual teacher strengths and weaknesses (1.3.1.E.4)		
Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers (1.3.1.E.5)		
Domain 2.1: Leadership Actions - Professional Leadership		
2.1.1 Effectively communicates		
In addition to Level 3, the assistant principal: (2.1.1.H.E.1) Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals (2.1.1.H.E.2) Maintains high visibility, accessibility, and establishes strong lines of communication (2.1.1.H.E.3)	The assistant principal: (2.1.1.E.1) Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns (2.1.1.E.2) Uses appropriate communication methods and media (2.1.1.E.3) Maintains appropriate visibility and accessibility to staff (2.1.1.E.4)	The assistant principal: (2.1.1.N.1) Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness (2.1.1.N.2) Responds in an inconsistent manner to resolve expressed concerns (2.1.1.N.3)
		The assistant principal: (2.1.1.L.1) Fails to keep appropriate audiences informed. Uses methods of communication that are ineffective or inappropriate for the circumstance/audience (2.1.1.L.2)
2.1.2 Reflects on practice and continually learns		
In addition to Level 3, the assistant principal: (2.1.2.H.E.1) Promotes a culture of self-reflection and continuous improvement (2.1.2.H.E.2)	The assistant principal: (2.1.2.E.1) Expresses willingness to learn and openly acknowledges areas for growth (2.1.2.E.2)	The assistant principal: (2.1.2.L.1) Expresses willingness to learn from others, but is reluctant to admit own shortcomings (2.1.2.L.2) Resists changes to personal or leadership behaviors (2.1.2.L.2)

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Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement (2.1.2.HE.3)	Learns from personal experiences and the actions/insights of others (2.1.2.E.3)	Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps (2.1.2.IN.3)	Fails to consistently achieve professional growth goals as outlined in professional growth plan (2.1.2.I.3)
Establishes priorities and and achieves action plans focused on high-leverage leadership competencies (2.1.2.E.4)			
2.1.3 Demonstrates resiliency and persistence			
In addition to Level 3, the assistant principal: (2.1.3.HE.1)	The assistant principal: (2.1.3.E.1)	The assistant principal: (2.1.3.IN.1)	The assistant principal: (2.1.3.I.1)
Engages staff and self in a continuous pursuit of professional growth and school improvement (2.1.3.HE.2)	Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals (2.1.3.E.2)	Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals (2.1.3.IN.2)	Reacts with visible frustration to challenging problems or setbacks (2.1.3.I.2)
Anticipates problems and confronts and solves problems that have yet to be successfully addressed (2.1.3.HE.3)	Identifies action steps and leverages available resources to confront difficult problems (2.1.3.E.3)		Easily loses focus on improving student achievement (2.1.3.I.3)
2.1.4 Monitors time and task management			
In addition to Level 3, the assistant principal: (2.1.4.HE.1)	The assistant principal: (2.1.4.E.1)	The assistant principal: (2.1.4.IN.1)	The assistant principal: (2.1.4.I.1)
Prioritizes being an instructional leader above all else (2.1.4.HE.2)	Consistently allocates the time and resources necessary to achieve ambitious goals (2.1.4.E.2)	Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low-level distractions (2.1.4.IN.2)	Rarely protects time for instructional leadership priorities (2.1.4.I.2)
Is a model of punctuality and timeliness in discharging his/her professional responsibilities (2.1.4.HE.3)	Spends time on high leverage activities (2.1.4.E.3)	Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities (2.1.4.IN.3)	Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals (2.1.4.I.3)
	Delegates applicable responsibilities to other staff and helps them achieve success in these activities (2.1.4.E.4)		

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Domain 2.2: Leadership Actions - School Leadership

2.2.1 Maintains a culture of excellence

In addition to Level 3, the assistant principal: (2.2.1.E.1)
(2.2.1.HE.1)

The assistant principal: (2.2.1.IN.1)

The assistant principal: (2.2.1.L.1)

Instills the daily habits necessary to create a culture of excellence (2.2.1.HE.2)

Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning (2.2.1.E.2)

Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student-centered culture (2.2.1.IN.2)

Fails to take the initiative to identify and recognize the accomplishments of others (2.2.1.L.2)

Is unwavering in maintaining high expectations for everyone (2.2.1.HE.3)

Provides students and staff the support, time, and structures necessary to be successful (2.2.1.E.3)

Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected (2.2.1.IN.3)

Consistently ignores staff or student performance issues (2.2.1.L.3)

Celebrates the accomplishments of others and proactively resolves performance issues (2.2.1.E.4)

2.2.2 Enhances teacher collaboration

In addition to Level 3, the assistant principal: (2.2.2.E.1)
(2.2.2.HE.1)

The assistant principal: (2.2.2.IN.1)

The assistant principal: (2.2.2.L.1)

Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement (2.2.2.HE.2)

Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school (2.2.2.E.2)

Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards (2.2.2.IN.2)

Fails to provide teacher teams the support and/or resources necessary to achieve desired results (2.2.2.L.2)

Holds collaborating teams accountable for achieving desired results (2.2.2.E.3)

Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving (2.2.2.L.3)

2.2.3 Supports a universal code of conduct

In addition to Level 3, the assistant principal: (2.2.3.E.1)
(2.2.3.HE.1)

The assistant principal: (2.2.3.IN.1)

The assistant principal: (2.2.3.L.1)

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Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors (2.2.3.HE.2)	Coaches a culture of excellence through repeated practice and modeling of desired behaviors (2.2.3.E.2)	Supports the maintenance of routines, procedures, and policies, but is primarily reactive (2.2.3.IN.2)	Sends inconsistent messages about school policy (2.2.3.I.2)
	Consistently and fairly applies positive and negative consequences for behavior (2.2.3.E.3)	Fails to consistently apply either positive and/or negative consequences for behavior (2.2.3.IN.3)	Tolerates discipline violations and allows positive student and staff behavior to go unrecognized (2.2.3.I.3)
	Promotes a predictable, safe learning environment through consistency of actions (2.2.3.E.4)		

2.2.4 Engage families and the community in student learning			
In addition to Level 3, the assistant principal: (2.2.4.HE.1)	The assistant principal: (2.2.4.E.1)	The assistant principal: (2.2.4.IN.1)	The assistant principal: (2.2.4.I.1)
Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education (2.2.4.HE.2)	Fosters partnerships with families, community agencies and/or the corporate sector (2.2.4.E.2)	Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning (2.2.4.IN.2)	Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts (2.2.4.I.2)
	Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs (2.2.4.E.3)	Inconsistently engages established parents (2.2.4.IN.3)	
	Assists the principal in securing cooperation from family and community members to support school improvement initiatives (2.2.4.E.4)		

Domain 3: Professional Development

3.1 Oversees school-wide professional development

In addition to Level 3, the assistant principal: (3.1.HE.1)	The assistant principal: (3.1.E.1)	The assistant principal: (3.1.IN.1)	The assistant principal: (3.1.I.1)
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Leverages teacher leaders to provide differentiated professional development opportunities based on individual need (3.1.H.E.2)	Uses student performance data and teacher evaluation results to develop a systemic plan for professional development (3.1.E.2)	Provides generalized learning opportunities aligned to the professional needs of some teachers, based on student academic performance data and teacher evaluation results (3.1.I.N.2)	Fails to provide regular professional development opportunities aligned to the staff's learning needs (3.1.I.2)
Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement (3.1.H.E.3)	Assists the principal in providing teachers and administrative team members differentiated professional development opportunities (3.1.E.3)	Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness (3.1.I.N.3)	
Monitors the impact of professional development on student learning and teacher effectiveness (3.1.E.4)			
3.2 Builds productive professional learning communities			
In addition to Level 3, the assistant principal: (3.2.H.E.1)	The assistant principal: (3.2.E.1)	The assistant principal: (3.2.I.N.1)	The assistant principal: (3.2.I.1)
Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement (3.2.H.E.2)	Strategically assigns teachers to each team and ensures teachers have well-defined leadership roles and expectations (3.2.E.2)	Strategically assigns teachers to each team, but fails to provide well-defined leadership roles and/or expectations (3.2.I.N.2)	Places little emphasis on team composition (3.2.I.2)
	Assists teams in establishing priorities and developing ambitious and measurable goals (3.2.E.3)	Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability (3.2.I.N.3)	Fails to hold teams accountable for establishing clear goals (3.2.I.3)
	Provides each team with the resources/support necessary for them to achieve their goals (3.2.E.4)	Provides inconsistent support to teams (3.2.I.N.4)	Provides little or no support to teams (3.2.I.4)
3.3 Addresses teachers rated ineffective or improvement necessary			
In addition to Level 3, the assistant principal: (3.3.H.E.1)	The assistant principal: (3.3.E.1)	The assistant principal: (3.3.I.N.1)	The assistant principal: (3.3.I.1)

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Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan (3.3.H.E.2)	Assists the principal with the development of a remediation plan for teachers that	Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance (3.3.I.N.2)	Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy (3.3.I.2)
<ul style="list-style-type: none"> o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance (3.3.E.2) 	<ul style="list-style-type: none"> o Provides tools and the assistance/coaching necessary to improve performance (3.3.E.3) o Where appropriate, recommends termination of underperforming teachers using performance-based evidence (3.3.E.4) 	<ul style="list-style-type: none"> o Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions (3.3.I.N.3) 	
In addition to Level 3, the assistant principal: (3.4.H.E.1)	The assistant principal: (3.4.E.1)	The assistant principal: (3.4.I.N.1)	The assistant principal: (3.4.I.1)
Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance (3.4.H.E.2)	Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers (3.4.E.2)	Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success (3.4.I.N.2)	Bases talent management decisions on personal preference rather than available data or demonstrated ability (3.4.I.2)
	Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles (3.4.E.3)		Fails to provide meaningful support to emerging leaders (3.4.I.3)
	Provides meaningful support to emerging leaders in new teacher leadership roles (3.4.E.4)		

3.4 Assists the principal with talent & leadership development

Domain 4: Curriculum and Instructional Leadership

4.1 Oversees aligned curricula, instruction and assessments

In addition to Level 3, the assistant principal: (4.1.H.E.1)

The assistant principal: (4.1.E.1)

The assistant principal: (4.1.I.N.1)

The assistant principal: (4.1.I.1)

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Uses common interim assessments to define the rigor of the academic program (4.1.HE.2)	Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas (4.1.E.2)	Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects (4.1.IN.2)	Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments (4.1.L.2)
Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning (4.1.HE.3)	Facilitates inter-grade level meetings to ensure vertical articulation of the curriculum (4.1.E.3)	Utilizes some available interim assessments, but fails to implement interim assessments in all courses (4.1.IN.3)	Resists revisions to the curriculum, even when supported by student learning outcomes (4.1.L.3)
	Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions (4.1.E.4)	Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process (4.1.IN.4)	
4.2 Supports the development and implementation of rigorous student learning objectives			
In addition to Level 3, the assistant principal: (4.2.HE.1)	The assistant principal: (4.2.E.1)	The assistant principal: (4.2.IN.1)	The assistant principal: (4.2.L.1)
Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs (4.2.HE.2)	Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards (4.2.E.2)	Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implemented with fidelity (4.2.IN.2)	Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards (4.2.L.2)
	Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary (4.2.E.3)	Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies (4.2.IN.3)	
4.3 Uses data to drive instruction			
In addition to Level 3, the assistant principal: (4.3.HE.1)	The assistant principal: (4.3.E.1)	The assistant principal: (4.3.IN.1)	The assistant principal: (4.3.L.1)
Develops teacher leaders' capacity to drive data-driven instruction and decision making (4.3.HE.2)	Ensures the availability of clear and intuitive data reports for teacher analysis (4.3.E.2)	Trains teachers in the use of data, but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process (4.3.IN.2)	Limits analysis of data to year-end autopsies (4.3.L.2)
Facilitates the development of a culture of data-driven decision making that has a demonstrable impact on curriculum design and student achievement (4.3.HE.3)	Orchestrates frequent and timely teacher team collaboration for data analysis (4.3.E.3)		Inadequately supports staff's use of data to guide instruction (4.3.L.3)

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Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements (4.3.E.4)			
4.4 Implements appropriate academic interventions			
In addition to Level 3, the assistant principal: (4.4.H.E.1)	The assistant principal: (4.4.E.1)	The assistant principal: (4.4.I.N.1)	The assistant principal: (4.4.I.1)
Implements interventions that have a proven ability to increase student performance (4.4.H.E.2)	Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals (4.4.E.2)	Ensures school-level and classroom-level programs are in place to help most students meet their academic goals (4.4.I.N.2)	Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress (4.4.I.2)
Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance (4.4.H.E.3)	Frequently analyzes student data to inform the need for, or effectiveness of, academic interventions, and responds in a timely manner to students that fail to make adequate progress (4.4.E.3)	Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress (4.4.I.N.3)	Fails to implement procedures for making parents aware of their child's placement and/or progress in an academic support program (4.4.I.3)
	Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress toward academic goals (4.4.E.4)	Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress (4.4.I.N.4)	
4.5 Implements and monitors instructional technology			
In addition to Level 3, the assistant principal: (4.5.H.E.1)	The assistant principal: (4.5.E.1)	The assistant principal: (4.5.I.N.1)	The assistant principal: (4.5.I.1)
Successfully promotes the use of instructional technology that drives greater levels of student achievement (4.5.H.E.2)	Identifies and implements the most effective instructional technology (4.5.E.2)	Develops most, but not all, teachers' abilities to implement available instructional technology (4.5.I.N.2)	Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design (4.5.I.2)
	Develops teachers' ability to utilize instructional technologies to support student learning (4.5.E.3)	Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning (4.5.I.N.3)	
	Regularly monitors and reports the impact of instructional technology on student learning (4.5.E.4)		

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Domain 5: Student Culture, Management, and Support Services

5.1 Implements effective school policies

In addition to Level 3, the assistant principal: (5.1.HE.1)	The assistant principal: (5.1.E.1)	The assistant principal: (5.1.IN.1)	The assistant principal: (5.1.L.1)
Institutes operational procedures designed and managed to maximize opportunities for successful student learning (5.1.HE.2)	Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner (5.1.E.2)	Establishes and implements school policies, processes, and routines, but enforcement is inconsistent (5.1.IN.2)	Inadequately develops stakeholders' understanding of school policies and/or consequences (5.1.L.2)
	Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem (5.1.E.3)	Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance (5.1.IN.3)	Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school (5.1.L.3)
	Develops all stakeholders' understanding of school policies and their consequences (5.1.E.4)	Develops student and staff understanding of school policies and their consequences (5.1.IN.4)	Consistently fails to handle student discipline and/or attendance problems in an appropriate manner (5.1.L.4)

5.2 Monitors school culture

In addition to Level 3, the assistant principal: (5.2.HE.1)	The assistant principal: (5.2.E.1)	The assistant principal: (5.2.IN.1)	The assistant principal: (5.2.L.1)
Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices (5.2.HE.2)	Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge. Tracks referral data to evaluate the effectiveness of interventions (5.2.E.2)	Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement (5.2.IN.2)	Rarely uses data to evaluate effectiveness of interventions (5.2.L.2)
	Uses the data to engage stakeholders in a process of continuous improvement (5.2.E.3)		

5.3 Enhances a positive school culture

In addition to Level 3, the assistant principal: (5.3.HE.1)	The assistant principal: (5.3.E.1)	The assistant principal: (5.3.IN.1)	The assistant principal: (5.3.L.1)
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Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy (5.3.HE.2)	Implements systems, and/or incentives, to motivate students to display appropriate, ethical, and respectful behavior at all times (5.3.E.2)	Consistently applies positive and negative consequences for behavior (5.3.I/N.2)	Inconsistently implements the student code of conduct (5.3.I.2)
Demonstrates the ability to positively impact student achievement and culture (5.3.HE.3)	Challenges low expectations and holds all persons accountable for observing agreed upon procedures (5.3.E.3)	Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior (5.3.I/N.3)	Allows irresponsible student behavior (5.3.I.3)
Assists teachers with the implementation of effective classroom management plans (5.3.E.4)			
5.4 Provides effective supervision			
In addition to Level 3, the assistant principal: (5.4.HE.1)	The assistant principal: (5.4.E.1)	The assistant principal: (5.4.I/N.1)	The assistant principal: (5.4.I.1)
Volunteers to assist at school events and or functions to which he/she is not directly assigned (5.4.HE.2)	Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students (5.4.E.2)	Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students (5.4.I/N.2)	Rarely engages with students, parents, and or community members (5.4.I.2)
	Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents (5.4.E.3)	Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents (5.4.I/N.3)	Fails to maintain high visibility at supervisory functions (5.4.I.3)
5.5 Supports student services			
In addition to Level 3, the assistant principal: (5.5.HE.1)	The assistant principal: (5.5.E.1)	The assistant principal: (5.5.I/N.1)	The assistant principal: (5.5.I.1)
Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services (5.5.HE.2)	Ensures all students have access to educational opportunities/services that meet their learning needs (5.5.E.2)	Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner (5.5.I/N.2)	Fails to ensure all students have access to educational opportunities that meet their needs (Special education, 504, etc) (5.5.I.2)
	Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met (5.5.E.3)	Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met (5.5.I/N.3)	Fails to ensure the social, emotional, academic, and behavioral needs of each student are met (5.5.I.3)

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Collaborates with service agencies in the community to support student needs that require interventions or additional supports (5.5.E.4)	Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports (5.5.IV.4)	Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports (5.5.I.4)
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NIAAA Athletic Director Effectiveness Rubric

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Domain 1: Professionalism

1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.

Highly Effective (1.1.HE)

Effective (1.1.E)

Improvement Necessary (1.1.IN)

Ineffective (1.1.I)

NA (1.1)

1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Highly Effective (1.2.HE)

Effective (1.2.E)

Improvement Necessary (1.2.IN)

Ineffective (1.2.I)

NA (1.2)

1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; implements and maintains all health and sport medical requirements and regulations.

Highly Effective (1.3.HE)

Effective (1.3.E)

Improvement Necessary (1.3.IN)

Ineffective (1.3.I)

NA (1.3)

1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.

Highly Effective (1.4.HE)

Effective (1.4.E)

Improvement Necessary (1.4.IN)

Ineffective (1.4.I)

NA (1.4)

1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

Highly Effective (1.5.HE)

Effective (1.5.E)

Improvement Necessary (1.5.IN)

Ineffective (1.5.I)

NA (1.5)

1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

Highly Effective (1.6.HE)

Effective (1.6.E)

Improvement Necessary (1.6.IN)

Ineffective (1.6.I)

NA (1.6)

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1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.				
Highly Effective (1.7.HE)	Effective (1.7.E)	Improvement Necessary (1.7.IN)	Ineffective (1.7.I)	NA (1.7.)
1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.				
Highly Effective (1.8.HE)	Effective (1.8.E)	Improvement Necessary (1.8.IN)	Ineffective (1.8.I)	NA (1.8.)
1.9 Fulfills professional responsibilities with honesty and integrity.				
Highly Effective (1.9.HE)	Effective (1.9.E)	Improvement Necessary (1.9.IN)	Ineffective (1.9.I)	NA (1.9.)
1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.				
Highly Effective (1.10.HE)	Effective (1.10.E)	Improvement Necessary (1.10.IN)	Ineffective (1.10.I)	NA (1.10.)
1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.				
Highly Effective (1.11.HE)	Effective (1.11.E)	Improvement Necessary (1.11.IN)	Ineffective (1.11.I)	NA (1.11.)
1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.				
Highly Effective (1.12.HE)	Effective (1.12.E)	Improvement Necessary (1.12.IN)	Ineffective (1.12.I)	NA (1.12.)