



## ***Evaluation Plan Submission Coversheet***

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). The IDOE will not be “approving” plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan. Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

<b>School Corporation Name</b>			
<b>School Corporation Number</b>			
<b>Annual Evaluations</b>			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	4 – 76 89 -103 126 - 145

<b>Objective Measures of Student Achievement and Growth</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	88 99 - 103 145
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	5 - 7 22 - 24 84 - 86 88
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	84 - 85
<input type="checkbox"/> Student assessment results from locally developed assessments and other test measures in evaluations for certificated employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	84, 86 101 126, 145

<b>Rigorous Measures of Effectiveness</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Other Certificated Staff</li> <li>• Principals</li> <li>• District-Level Certificated Staff</li> </ul> Other measures used for evaluations	36 - 37 104 - 125 126 - 127 134 - 144

Please note: If you obtained this document through any means other than through the Office of Educator Effectiveness and Leadership at the Indiana Department of Education (website or email), the document may be modified from its original version.

<b>Designation in Rating Category</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	87 - 88 101, 127 145
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	87 - 88 101, 127 145
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	1 - 3 87 - 88 101, 127, 145

<b>Evaluation Feedback</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	1 - 3 150

<b>Evaluators</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> 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 Evaluator Training Description of who will serve as evaluators Process for determining evaluators	146 - 149

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<input type="checkbox"/> Teachers acting as evaluators (which are optional) clearly 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; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	146 - 149
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	146 - 149

<b>Feedback and Remediation Plans</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	1 – 3
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	150
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	151
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	152

<b>Instruction Delivered by Teachers Rated Ineffective</b>			
<b>Requirements</b>	<b>Statute</b>	<b>Examples of Relevant Information</b>	<b>Reference Page Number</b>
<input type="checkbox"/> 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	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	153
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	154



Center Grove Community School Corporation  
Evaluation Plans  
2012 – 2013



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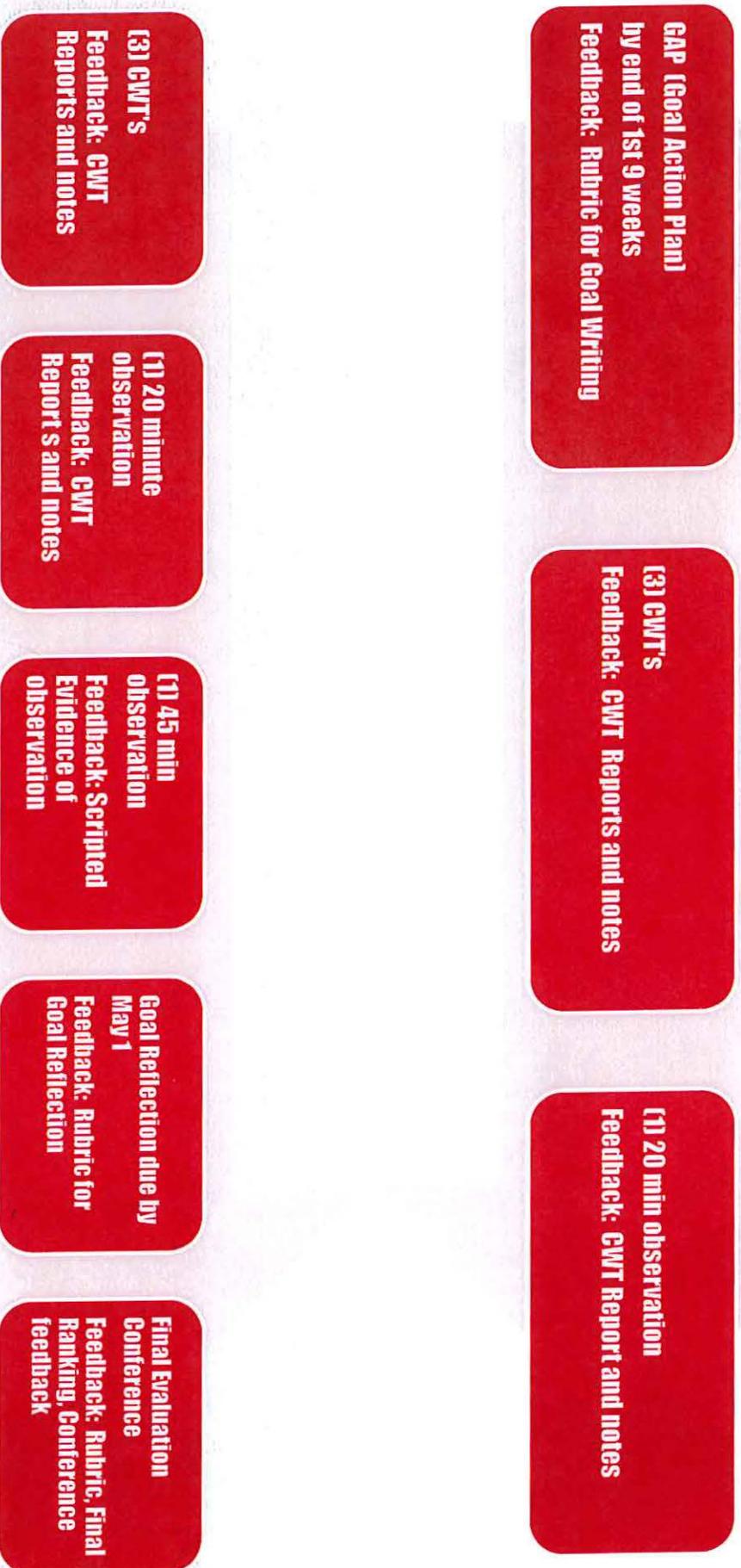
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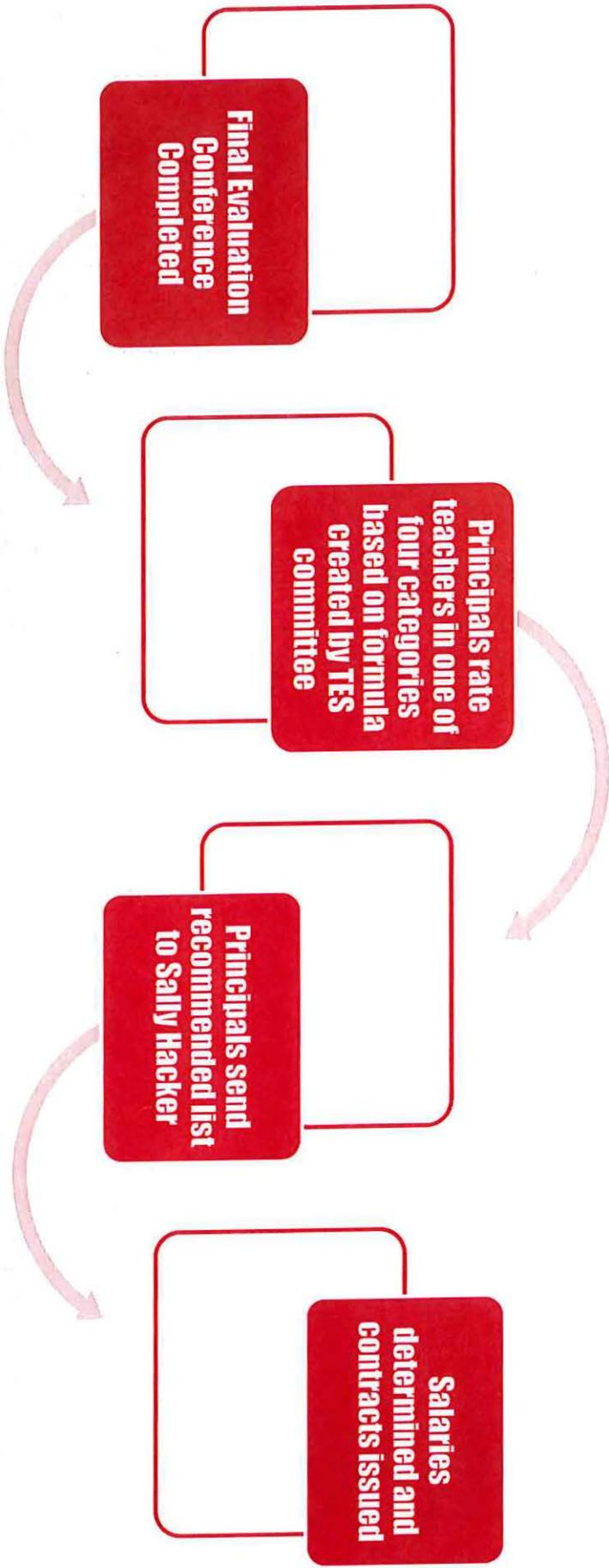
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# Flowchart of TES Process





**End of Year data is examined and the whole process starts again in August!**



## Observation and Evaluation

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### Classroom Observation Minimum Visits and Evaluation Timelines

#### Observations:

- A minimum of **6 Classroom Walkthroughs** per year with at least 2 in each semester. Items assessed on the CWT are reflected on the CGCSC Teacher Evaluation Rubric.
  - Feedback will be in the form of an available Classroom Walkthrough Report and personal notes left for the teacher shortly after the CWT occurs.
  - All CWT's will be unannounced.
- **2 Twenty Minute observations** with 1 per semester.
  - Feedback, related to the CGCSC Teacher Evaluation Rubric, will also be in the form of an available Classroom Walkthrough Report and personal notes left for the teacher.
  - All 20-Minute observations will be unannounced.
- **1 Forty-Five Minute observation.**
  - Teachers will be given a 1-week window when the 45 minute observation will occur. A minimum of one school day notice for the observation window will be provided. .

*Note: One of the observations for special education teachers should be during a case conference. Also, one observation for music teachers may be a concert or musical performance.*

#### Evaluation:

- Teachers will have an evaluation conference during May with their evaluator. (For teachers who wish to turn in their GAP reflection early, conferences can be scheduled prior to May 1.) Final ratings will be determined after this collaborative meeting.
- Evidence which will inform the evaluation will be, but not limited to: Observation notes, Classroom Walkthrough data, Teacher Evidence Report, Goal Action Plans, Other informal goals or data provided by the teacher.

### Goal Action Plans

Goals are due to the building administration prior to the end of the first nine-weeks grading period; however, teachers may turn these in earlier. Feedback will be provided through the use of the Rubric for Goal Writing. Any areas identified as Unsatisfactory/Unacceptable will be communicated and an opportunity for correction will be provided. A teacher or administrator may request a conference to finalize the goal.

Goal reflections are due to the building administration prior to May 1 of each school year; however, teachers may turn this in early if they wish. An assessment of the goal will be communicated using the Rubric for Goal Reflection. Any areas identified as Unsatisfactory/Unacceptable will be communicated and an opportunity for correction will be provided.

### Classroom Walkthrough

The **Classroom Walkthrough Rubric** is applicable to all levels. This walkthrough will provide an opportunity for teachers and observers to note best practices being utilized in the classroom. Not all items are required to be recorded by the observer. Also, some items may be more appropriate for some teachers than others (example: technology).

### Evidence Report

Teachers will complete the CGCSC **Evidence Report** (via the Microsoft Word document or through the Epsilon portal) to record effective and highly effective practices. This report will help inform the evaluating administrator on many factors that may not be observed during the multiple observation visits. Teachers will provide a completed evidence report to their administrator seven or more days prior to the teacher evaluation conference.



# Center Grove Community School Corporation

## RUBRIC FOR TEACHER EFFECTIVENESS

\_\_\_\_\_ School Year

### Teacher Effectiveness

#### Domain 1: Purposeful Designing

<p><b>1.1 Utilize Assessment Data for Purposeful Planning</b></p>	<p>Teachers use Indiana Academic Standards and Common Core State Standards to develop/plan a rigorous curriculum relevant for all students: designing 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.</p> <p><i>“If I know in August that I will have to provide evidence of my purposeful design sometime during the year, what would I gather?”</i></p> <p><b>Possible examples of data that could be presented by the teacher during the evaluation conference:</b></p>																															
<p><b>1.2 Set Measurable Achievement Goals</b></p>	<p><b>Data Sources for Teacher Assessment (Direct impact to teacher)</b></p> <table border="0"> <tr> <td data-bbox="388 673 798 738">Goal Action Plan</td> <td data-bbox="798 673 1207 738">Submitted Syllabi</td> <td data-bbox="1207 673 1617 738">Curriculum Map (Indiana Academic Standards/Common Core Standards)</td> <td data-bbox="1617 673 1984 738"></td> </tr> <tr> <td data-bbox="388 706 798 771">Advanced Placement Audit (for Advanced Placement teacher)</td> <td data-bbox="798 706 1207 771">Response to Instruction minutes/plans</td> <td data-bbox="1207 706 1617 771">Curriculum/Instruction minutes</td> <td data-bbox="1617 706 1984 771">Teacher websites/with posted documents</td> </tr> <tr> <td data-bbox="388 771 798 812">Collaborative Content Team (CCT) minutes</td> <td data-bbox="798 771 1207 812">Recorded plans/class notes</td> <td data-bbox="1207 771 1617 812">Individualized Education Plan (IEP)</td> <td data-bbox="1617 771 1984 812"></td> </tr> </table>				Goal Action Plan	Submitted Syllabi	Curriculum Map (Indiana Academic Standards/Common Core Standards)		Advanced Placement Audit (for Advanced Placement teacher)	Response to Instruction minutes/plans	Curriculum/Instruction minutes	Teacher websites/with posted documents	Collaborative Content Team (CCT) minutes	Recorded plans/class notes	Individualized Education Plan (IEP)																	
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<p><b>1.4 Create Objective-Driven Lesson Plans and Assessment</b></p>	<p><b>Instructional Strategies</b></p> <table border="0"> <tr> <td data-bbox="388 1299 1207 1567">           Identifying Similarities and Difference            6+1 Writer’s Workshop            Summarizing and Note Taking            Reader’s Workshop/Writer’s Workshop            Reinforcing Effort and Providing Recognition            Graphic Organizers            Homework and Practice            Technology         </td> <td data-bbox="1207 1299 1984 1567">           Nonlinguistic Representation            Cooperative Learning            Setting Objectives and Providing Feedback            Generating and Testing Hypotheses            Questions, Cues and Advanced Organizers            Brain-Based Learning (Wolfe)            Differentiation (Tomlinson, Mann)         </td> </tr> </table>				Identifying Similarities and Difference 6+1 Writer’s Workshop Summarizing and Note Taking Reader’s Workshop/Writer’s Workshop Reinforcing Effort and Providing Recognition Graphic Organizers Homework and Practice Technology	Nonlinguistic Representation Cooperative Learning Setting Objectives and Providing Feedback Generating and Testing Hypotheses Questions, Cues and Advanced Organizers Brain-Based Learning (Wolfe) Differentiation (Tomlinson, Mann)																										
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Rubric For Teacher Effectiveness

**Teacher Effectiveness**

**Domain 1: Purposeful Designing**

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<p><b>1.1 Utilize Assessment Data for Purposeful Planning</b></p> <p> GAP  CWT</p>	<p>Teacher is highly effective in utilizing assessment data for purposeful planning. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i> - Incorporates differentiated high-yield instructional strategies in designing instruction to reach every student at his/her level of understanding determined through analysis of Center Grove data.</p>	<p>Teacher is effective in utilizing assessment data for purposeful planning. - Teacher utilizes classroom and individual student achievement goals, unit plans, AND lesson plans.</p>	<p>Teacher needs improvement in utilizing assessment data for purposeful planning. - Teacher utilizes classroom and individual student achievement goals, unit plans, OR lesson plans, but not all of the above.</p>	<p>Teacher is ineffective in utilizing assessment data for purposeful planning. - Teacher rarely or never uses prior assessment data when designing instruction.</p>
<p><b>1.2 Set Measurable Achievement Goals</b></p> <p> GAP  CWT</p>	<p>Teacher is highly effective in setting measurable achievement goals. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i> - Plans individual student achievement goals and/or collaborative goals.</p>	<p>Teacher is effective in setting measurable achievement goals. - Goals are measurable. - Goals are aligned to content standards; AND Goals include benchmarks to help monitor learning and discern appropriate interventions throughout the year.</p>	<p>Teacher needs improvement in setting measurable achievement goals. - Goals are measurable. - Goals align to content standards; OR Goals include benchmarks to help monitor learning and discern appropriate interventions throughout the year but not both.</p>	<p>Teacher is ineffective in setting measurable achievement goals. -Teacher rarely or never develops achievement goals for the class or individual students; OR Goals are developed but are extremely general and not helpful for designing purposes.</p>

## Rubric For Teacher Effectiveness

<p><b>1.3 Develop Standards-Based Unit Plans and Assessments</b></p> <p> GAP  CWT</p>	<p>Teacher is highly effective in developing standards-based unit plans and assessments. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created).</li> <li>- Aligns lesson/unit assessments with ongoing frequent formative assessments.</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit.</li> </ul>	<p>Teacher is effective in developing standards-based unit plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher identifies content standards that students will master in each unit.</li> <li>- Teacher creates assessments before each unit begins for backwards planning.</li> <li>- Teacher allocates an instructionally appropriate amount of time for each unit.</li> <li>- Teacher differentiates instruction based on student needs and learning styles.</li> </ul>	<p>Teacher needs improvement in developing standards-based unit plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher identifies content standards that students will master in each unit.</li> </ul>	<p>Teacher is ineffective in developing standards-based unit plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never plans units by identifying appropriate content standards that students will master in each unit;</li> </ul> <p>OR</p> <p>There is little to no evidence that teacher designs units at all.</p>
<p><b>1.4 Create Objective/Goal-Driven Lesson Plans and Assessments</b></p> <p> GAP  CWT</p>	<p>Teacher is highly effective in creating objective/goal-driven lesson plans and assessments. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated high-yield instructional strategies, anticipating where these will be needed to enhance instruction.</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative CG assessments where necessary and uses all assessments to directly inform instruction.</li> </ul>	<p>Teacher is effective in creating objective/goal-driven lesson plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher identifies lesson objectives/goals that are aligned to state content standards.</li> <li>- Teacher matches high-yield instructional strategies as well as meaningful and relevant activities/assignments to the lesson objective/goals.</li> <li>- Teacher plans formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	<p>Teacher needs improvement in creating objective/goal-driven lesson plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher identifies lesson objectives/goals that are aligned to state content standards.</li> <li>- Teacher matches high-yield instructional strategies and activities/assignments to the lesson objective/goals.</li> </ul>	<p>Teacher is ineffective in creating objective/goal-driven lesson plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never plans daily lessons;</li> </ul> <p>OR</p> <p>Daily lessons are planned, but lack meaningful objectives/goals, high-yield instructional strategies, or assignments.</p>

## Rubric For Teacher Effectiveness

<p><b>1.5 Track Student Data and Analyze Progress</b></p> 	<p><b>Teacher is highly effective in tracking student data and analyzing progress.</b>  <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points.</li> <li>- Uses data analysis of student progress to drive lesson designing.</li> <li>- Utilizes two-way communication with all stakeholders to inform data results.</li> </ul>	<p><b>Teacher is effective in tracking student data and analyzing progress.</b></p> <ul style="list-style-type: none"> <li>- Teacher records student assessment/ progress data.</li> <li>- Teacher analyzes student progress towards mastery and plans future lessons/units accordingly.</li> <li>- Maintains and monitors a grading system aligned to learning goals.</li> </ul>	<p><b>Teacher needs improvement in tracking student data and analyzing progress.</b></p> <ul style="list-style-type: none"> <li>- Teacher records student assessment/progress data.</li> <li>- Teacher maintains a grading system.</li> </ul>	<p><b>Teacher is ineffective in tracking student data and analyzing progress.</b></p> <ul style="list-style-type: none"> <li>- Teacher rarely or never uses a data tracking system to record student assessment/progress data in a timely manner and/or has no discernable grading system.</li> </ul>
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Rubric For Teacher Effectiveness

**Teacher Effectiveness**

**Domain 2: Effective Instruction**

<p><b>2.1 Develop Student Understanding and Mastery of Lesson Objectives</b></p>	<p>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 expectation around achievement and excellence.</p>	
<p><b>2.2 Engage Students in the Academic Content</b></p>	<p><i><b>“What can I point to as evidence of effective instruction and student learning?”</b></i></p> <p><b>Possible Examples:</b></p>	
<p><b>2.3 Knowledge of Content</b></p>	<p><b>Data Sources for Student Assessment (Direct impact to teacher)</b></p> <p>Formative assessments Summative assessments Common assessments Standardized assessments</p>	<p>Local/State/National assessments Department selected assessments On-line program assessments</p>
<p><b>2.4 Check for Understanding and Modify Instruction as Needed</b></p>	<p><b>Use of Learning Tools and Technology</b></p> <p>USA Test Prep Use of Technology to support curriculum/instruction/planning Differentiation Scaffolding (activating background knowledge, using mnemonic devices or analogies, asking leading questions, breaking task into parts, using manipulatives, modeling, “Think alouds”, visual clues) Knowledge of current resources (websites, books, articles) Questioning (Bloom’s Taxonomy) Application of new skill or concept in a different context</p>	
<p><b>2.5 Maximize Instructional Time</b></p>	<p>Makes connections to previous material or prior knowledge Highly committed to students’ intellectual and emotional growth Students are accepted as unique individuals High expectations for all students Increases the cognitive challenge of the lesson content Empathetic and caring towards students Students are listened to and involved in two-way sharing</p>	
<p><b>2.6 Create Classroom Culture of Respect and Collaboration</b></p>	<p>Empathetic and caring towards students Students are listened to and involved in two-way sharing</p>	
<p><b>2.7 Set High Expectations for Academic Success and Develops Higher Levels of Understanding through Instruction and Work</b></p>	<p><b>Communication and Critical Attributes (Indirect impact to teacher)</b></p> <p>Feedback to students in a timely fashion Teacher portfolio of work Collaboration with various stakeholders Classroom setup (physical arrangement and establishment of routines)</p>	

## Rubric For Teacher Effectiveness

## Teacher Effectiveness

## Domain 2: Effective Instruction

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<p><b>2.1 Develop student understanding and mastery of lesson objective /goals</b></p> <p> GAP</p> <p> CWT</p>	<p>Teacher is highly effective in developing student understanding and mastery of lesson objective/ goals.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the posted objective/goal.</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</li> </ul>	<p>Teacher is effective in developing student understanding and mastery of lesson objective/ goals.</p> <ul style="list-style-type: none"> <li>- Lesson is well-organized to move students towards mastery of the objective/goal.</li> <li>- The posted lesson objective/goal is specific, measurable, aligned to standards, and engaging. It conveys what students are learning and what they will be able to do by the end of the lesson.</li> <li>- Importance of the objective/goal is explained so that students understand why they are learning what they are learning and how it connects to prior learning.</li> </ul>	<p>Teacher needs improvement in developing student understanding and mastery of lesson objective/ goals.</p> <ul style="list-style-type: none"> <li>- Organization of the lesson may not always be connected to mastery of the objective/goal.</li> <li>- Posted lesson objective/goal 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 CG standards.</li> <li>- Lesson objective/goal is difficult for students to understand and may not lead to student understanding of content.</li> </ul>	<p>Teacher is ineffective in developing student understanding and mastery of lesson objective/ goals.</p> <ul style="list-style-type: none"> <li>- Lesson is disorganized and does not lead to mastery.</li> <li>- Lesson objective/goal does not contain all components and does not have a clear connection between the objective/goal and lesson.</li> <li>- Teacher does not convey importance of objective/goal or establish connection to prior knowledge.</li> <li>- Lesson objective/goal is not posted.</li> </ul>

Rubric For Teacher Effectiveness

<p><b>2.2 Engage students in the academic content</b></p> <p> <b>GAP</b></p> <p> <b>CWT</b></p>	<p><b>Teacher is highly effective in engaging students in the academic content.</b>  <i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective/goal.</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs.</li> <li>- Students are authentically engaged the majority of the class time. Some strategic compliance occurs.</li> </ul>	<p><b>Teacher is effective in engaging students in the academic content.</b></p> <ul style="list-style-type: none"> <li>- Teacher provides multiple ways (different learning modalities or intelligences) of engaging students with content, all aligned to the lesson objective/goal.</li> <li>- Students exhibit a desire to learn more; sustained engagement leads to profound learning.</li> <li>- Teacher effectively integrates technology where appropriate and available as a tool to engage students in academic content.</li> <li>- Students are exhibiting Strategic Compliance the majority of the time with some Authentic Engagement and/or Ritual Compliance.</li> </ul>	<p><b>Teacher needs improvement in engaging students in the academic content.</b></p> <ul style="list-style-type: none"> <li>- Teacher may provide multiple ways of engaging students.</li> <li>- Teacher may miss opportunities to provide ways of adjusting or differentiating content for student engagement or learning styles.</li> <li>- Teacher attempts to integrate technology as a tool to engage students in academic content.</li> <li>- The majority of time, students are exhibiting Ritual Compliance and/or some Retreatism.</li> </ul>	<p><b>Teacher is ineffective in engaging students in the academic content.</b></p> <ul style="list-style-type: none"> <li>- 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/goal or mastery of content.</li> <li>- Teacher does not differentiate or adjust instruction to target different learning modalities for all students.</li> <li>- Teacher does not attempt or effectively integrate technology as a tool to engage students in academic content.</li> <li>- Students are disengaged and frequently exhibit Retreatism and/or Rebellion.</li> </ul>
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Rubric For Teacher Effectiveness

<p><b>2.3 Exhibit Knowledge of Content</b></p> <p> GAP</p> <p> CWT</p>	<p><b>Teacher is highly effective in exhibiting knowledge of content.</b></p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</li> <li>- Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</li> <li>- Teacher continues to pursue content knowledge.</li> </ul>	<p><b>Teacher is effective in exhibiting knowledge of content.</b></p> <ul style="list-style-type: none"> <li>- Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>- Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</li> </ul>	<p><b>Teacher needs improvement in exhibiting knowledge of content.</b></p> <ul style="list-style-type: none"> <li>- Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>- Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</li> </ul>	<p><b>Teacher is ineffective in exhibiting knowledge of content.</b></p> <ul style="list-style-type: none"> <li>- Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.</li> <li>- Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</li> </ul>
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Rubric For Teacher Effectiveness

**2.4 Check for Understanding and Modify Instruction As Needed**

-  GAP
-  CWT

<p>Teacher is highly effective in checking for understanding and modifying instruction as needed.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking</li> <li>- 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.</li> <li>- Teacher anticipates student misunderstandings and preemptively addresses them.</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</li> </ul>	<p>Teacher is effective in checking for understanding and modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding, using a variety of methods (when checking is necessary to inform instruction)</li> <li>- Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly, differentiating to meet diverse student needs.</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response.</li> <li>- Teacher routinely assesses students' mastery of the objective/goal(s) through formal or informal assessments.</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques.</li> <li>-Teacher collaborates with ENL, Speech, and Special Education teachers in inclusive or resource settings in order to implement students' IEPs effectively.</li> </ul>	<p>Teacher needs improvement in checking for understanding and modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content but may not gain enough information to modify the lesson accordingly.</li> <li>- Teacher may not use a variety of methods to check for understanding, when doing so would be helpful</li> <li>- 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.</li> <li>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Teacher 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.</li> </ul>	<p>Teacher is ineffective in checking for understanding and modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content and therefore cannot gain enough information to modify the lesson.</li> <li>- 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.</li> <li>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students.</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson.</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques.</li> <li>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding.</li> </ul>
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**2.5 Maximize Instructional Time**

- GAP
- CWT

<p><b>Teacher is highly effective in maximizing instructional time.</b>  <i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when without prompting from the teacher.</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance).</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks.</li> <li>- All students are on-task and follow instructions of teacher without much prompting.</li> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.</li> </ul>	<p><b>Teacher is effective in maximizing instructional time.</b></p> <ul style="list-style-type: none"> <li>- Class starts on time.</li> <li>- Teacher’s procedures generally cause students to arrive on time, and students are aware of the consequences of arriving late (unexcused).</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective/goal.</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting.</li> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<p><b>Teacher needs improvement in maximizing instructional time.</b></p> <ul style="list-style-type: none"> <li>- Class may consistently start a few minutes late.</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed.</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged.</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson.</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task.</li> <li>- Students exhibit disruptive behaviors and are many times off task. Consideration can be given for class make up. 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.</li> </ul>	<p><b>Teacher is ineffective in maximizing instructional time.</b></p> <ul style="list-style-type: none"> <li>- Teacher may frequently start class late.</li> <li>- 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.</li> <li>- There are significant periods of time in which students are not engaged in meaningful work.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task.</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</li> <li>- Classroom management is generally poor and wastes instructional time.</li> </ul>
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Rubric For Teacher Effectiveness

**2.6 Create classroom Culture of Respect and Collaboration**

- GAP
- CWT

<p><b>Teacher is highly effective in creating a classroom culture of respect and collaboration.</b>  <i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</li> <li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves.</li> </ul>	<p><b>Teacher is effective in creating a classroom culture of respect and collaboration.</b></p> <ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers.</li> <li>- Students are given opportunities to collaborate and support each other in the learning process.</li> <li>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</li> <li>- Teacher has a good rapport with students and positive relationships are built.</li> <li>- Teacher is empathetic and caring toward students.</li> <li>- Students are listened to, are involved with two-way sharing with the teacher, and are active participants in the learning which is tied to their thoughts and interests.</li> </ul>	<p><b>Teacher needs improvement in creating a classroom culture of respect and collaboration.</b></p> <ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms-</li> <li>- 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.</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both.</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</li> <li>- Teacher has not established rapport or positive relationships with students.</li> <li>- Teacher is empathetic and caring towards a few students but doesn't show the same empathy for all.</li> <li>- Student interests are not always considered.</li> </ul>	<p><b>Teacher is ineffective in creating a classroom culture of respect and collaboration.</b></p> <ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior.</li> <li>- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention.</li> <li>- Teacher rarely or never praises positive behavior.</li> <li>- Teacher rarely or never addresses negative behavior.</li> <li>- Teacher has no rapport or relationships with students.</li> <li>- Teacher is not empathetic and caring toward students.</li> <li>- Teacher does not listen to students or strive to find out student interests.</li> </ul>
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Rubric For Teacher Effectiveness

**2.7 Set High Expectations for Academic Success and Develops Higher Levels of Understanding through Instruction and Work**

 GAP  
 CWT

Teacher is highly effective in setting high expectations for all students and for developing higher levels of understanding across all concepts.

*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*

- Daily lessons are accessible for all, challenging to all, and encourage all students to demonstrate understanding through self-directed practice and application of concepts.
- Teacher and lesson design encourage student interest in learning by providing additional opportunities to apply and build skills beyond expected lesson elements (i.e. co-planned enrichment opportunities).
- Students' comments and actions demonstrate that they are excited about their work, value cognitively challenging work, and understand why it is important.
- Teacher demonstrates ability to build and facilitate student skill in answering and posing higher-level questions.

Teacher is effective in setting high expectations for most students and developing higher levels of understanding of most concepts.

- Lessons most often engage student participation and encourage much student persistence to demonstrate understanding.
- Teacher and lesson design push almost all students forward through challenging work due to differentiation of instruction and individualized support.
- The classroom is a safe and engaging learning environment where high expectations for all are the norm.
- Teacher almost always uses questioning as the tool for increasing student understanding and demonstrates expertise in use of progressively complex levels of questioning.

Teacher needs improvement in setting high expectations for student success and for developing high levels of understanding.

- While there is some opportunity for students to meaningfully practice or apply concepts, instruction is more teacher-directed than appropriate.
- Teacher may encourage students to work hard, but may not persist in efforts to have all students keep trying.
- Teacher is unable to engage students who demonstrate disinterest or lack of investment in their work and/or demonstrate fear of failure.
- Teacher may not always use questioning as an effective tool to increase understanding and/or demonstrates a limited range of progressively complex questioning.

Teacher is ineffective in setting high expectations for student success and/or fails to develop higher levels of understanding.

- Lesson is almost always teacher directed with no opportunity for student to meaningfully practice or apply concepts.
- Teacher gives up on students easily and does not encourage them to persist through difficult tasks.
- Students rarely risk failure by attempting difficult challenges due to teacher low expectations or threat of adverse consequences.
- Teacher may not use questioning as an effective tool to increase understanding or questioning leads to only surface understanding.

**Teacher Effectiveness**

**Domain3: Teacher Leadership**

<p><b>3.1 Contribute to School/District Culture</b></p>	<p>Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.</p>
<p><b>3.2 Collaborate with Peers</b></p>	<p><i>“What evidence can I provide of my professional involvement?”</i></p>
<p><b>3.3 See and Implement Professional Skills and Knowledge</b></p>	<p><b>Possible Examples:</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Emails</li> <li>Phone logs</li> <li>Conference notes with parents and/or students</li> <li>Parent/student surveys</li> <li>Teacher website/blogs</li> <li>Published documents/newsletters</li> <li>Behavior logs/plans</li> <li>Notes of encouragement to students/parents</li> </ul>
<p><b>3.4 Advocate for Student Success</b></p>	
<p><b>3.5 Communicating with Families</b></p>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>CCT/Department/Team/Grade level notes</li> <li>Committee involvement</li> <li>Professional group affiliation</li> <li>Conference involvement</li> <li>Role in the horizontal/vertical alignment of curriculum</li> <li>Textbook selection committee</li> <li>Implementation of IEPs</li> </ul>

Rubric For Teacher Effectiveness

**Teacher Effectiveness**

**Domain 3: Teacher Leadership**

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<p><b>3.1 Contribute to School/District Culture</b></p> <p></p>	<p>Teacher is highly effective in contributing to school/district culture.  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher seeks out leadership roles in school and district.</li> <li>- Teacher frequently demonstrates commitment and dedicates time for students outside of regular classroom instruction.</li> <li>-Teacher develops mutually rewarding, <b>positive</b> relationships with peers.</li> </ul>	<p>Teacher is effective in contributing to school/district culture.</p> <ul style="list-style-type: none"> <li>- Teacher takes on leadership willingly when asked.</li> <li>- Teacher often contributes ideas and expertise to further the school and district missions and initiatives.</li> <li>- Teacher dedicates time efficiently, when needed, to helping students outside of regular classroom instruction.</li> <li>- Teacher develops interpersonal, <b>positive</b> relationships with peers.</li> </ul>	<p>Teacher needs improvement in contributing to school/district culture.</p> <ul style="list-style-type: none"> <li>- Teacher contributes occasional ideas and expertise to further the school's mission and initiatives.</li> <li>- Teacher occasionally demonstrates leadership in school and district.</li> <li>- Teacher seldom dedicates time to help students efficiently outside of regular classroom instruction.</li> <li>- Teacher seldom interacts with peers in a positive manner.</li> </ul>	<p>Teacher is ineffective in contributing to school/district culture.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never contributes ideas aimed at improving school efforts.</li> <li>- Teacher dedicates little or no time outside of regular classroom instruction.</li> <li>- Teacher rarely or never interacts with peers in a positive manner.</li> </ul>
<p><b>3.2 Collaborate with Peers</b></p> <p></p>	<p>Teacher is highly effective in collaborating with peers.  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher almost always seeks out opportunities to collaborate.</li> <li>- Teacher takes on leadership roles and actively participates within collaborative groups.</li> <li>- Teacher initiates the sharing of educational strategies, content knowledge, or lesson plans with colleagues.</li> </ul>	<p>Teacher is effective in collaborating with peers.</p> <ul style="list-style-type: none"> <li>- Teacher seeks out and participates in regular opportunities to work with and learn from others.</li> <li>- Teacher willingly coaches and models lessons.</li> <li>- Teacher asks for assistance and provides assistance to others when needed.</li> <li>- Teacher actively listens and collaborates with others.</li> </ul>	<p>Teacher needs improvement in collaborating with peers.</p> <ul style="list-style-type: none"> <li>- Teacher participates in occasional opportunities to work with and learn from others but doesn't actively pursue opportunities.</li> <li>- Teacher asks for assistance when needed.</li> </ul>	<p>Teacher is ineffective in collaborating with peers.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never participates in opportunities to work with others.</li> <li>- Teacher works in isolation and is not a team player.</li> <li>- Teacher does not seek or offer assistance.</li> <li>-Teacher negatively impacts the collaboration of others.</li> </ul>

Rubric For Teacher Effectiveness

<p><b>3.3 Seek and Implement Professional Skills and Knowledge</b></p> 	<p>Teacher is highly effective in seeking and implementing professional skills and knowledge.  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher regularly shares newly learned knowledge and practices with others- grade/team, building, and district.</li> <li>-Teacher actively pursues opportunities to lead professional development activities at building and district levels.</li> <li>- Teacher has the willingness and capability for independent learning and researching of district practices and resources.</li> <li>-Teacher is a Leader of Leaders (trainer).</li> </ul>	<p>Teacher is effective in seeking and implementing professional skills and knowledge.</p> <ul style="list-style-type: none"> <li>-Teacher actively pursues opportunities to improve knowledge and practice.</li> <li>- Teacher seeks out ways to implement new practices into instruction, where applicable.</li> <li>- Teacher welcomes constructive feedback to improve practices.</li> <li>- Teacher willingly learns about and seeks opportunities to learn about and research district practices and resources.</li> </ul>	<p>Teacher needs improvement in seeking and implementing professional skills and knowledge.</p> <ul style="list-style-type: none"> <li>- Teacher only attends mandatory professional development opportunities.</li> <li>- Teacher does not consistently change educational practices based on constructive feedback.</li> <li>- Teacher needs help to learn about and research district practices and resources.</li> </ul>	<p>Teacher is ineffective in seeking and implementing professional skills and knowledge.</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never attends professional development opportunities.</li> <li>- Teacher shows little or no interest in implementing new ideas, programs, or classes to improve teaching and learning.</li> <li>- Teacher never learns about or researches district practices and resources.</li> </ul>
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Rubric For Teacher Effectiveness

<p><b>3.4 Advocate for Student Success</b></p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p><b>Teacher is highly effective in advocating for student success.</b>  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i>                      - Teacher displays commitment to the growth of all the students in the school and sees him/herself as accountable.                      - Teacher models a continued willingness to make changes to ensure student success.</p>	<p><b>Teacher is effective in advocating for student success.</b>                      - Teacher displays commitment to the education of all his/her students in his/her class.                      - Teacher attempts to remedy obstacles around student achievement.                      - Teacher frequently advocates for students' individualized needs.</p>	<p><b>Teacher needs improvement in advocating for student success.</b>                      - Teacher displays commitment to the education of some of his/her students.                      - Teacher occasionally advocates for students' needs.</p>	<p><b>Teacher is ineffective in advocating for student success.</b>                      - Teacher rarely or never displays any commitment to the education of his/her students.                      - Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
<p><b>3.5 Communicating with Families</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p><b>Teacher is highly effective in communicating with families.</b>  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i>                      - Teacher strives to form relationships in which parents are given ample opportunity to participate in student learning.                      - Teacher addresses concerns in a timely and positive manner, when necessary, outside of required outreach events (P/T conferences, Meet the Teacher Nights, etc.).</p>	<p><b>Teacher is effective in communicating with families.</b>                      - Teacher proactively reaches out to parents in a variety of ways to engage them in student learning.                      -Teacher responds promptly to contact from parents in an appropriate fashion.                      - Teacher engages in all forms of parent outreach required by the school.</p>	<p><b>Teacher needs improvement in communicating with families.</b>                      - Teacher responds to contact from parents in an untimely manner or inappropriate fashion.</p>	<p><b>Teacher is ineffective in communicating with families.</b>                      - Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

**Teacher Effectiveness**

**Domain 4: Professionalism**

**4.1 Attendance**

**4.2 On-Time**

**4.3 Policies,  
Procedures, and  
Expectations**

**4.4 Respect**

**4.5 District/Building  
Goals**

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.

## Rubric For Teacher Effectiveness

## Teacher Effectiveness

## Domain 4: Professionalism

Competency	Meets Standard	Does Not Meet Standard
<b>4.1 Attendance</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of meeting attendance guidelines.	Individual demonstrates a pattern of unexcused absences or inappropriate use of absences (absences that are in violation of procedures set forth by the Master Contract).
<b>4.2 On-Time Arrival</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of meeting arrival guidelines.	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the Master Contract).
<b>4.3 Policies, Procedures, and Expectations</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)
<b>4.4 Respect</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of interacting with students, colleagues; parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a timely, respectful manner.
<b>4.5 District/Building Goals</b> <input checked="" type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of implementing building and/or district goals.	Individual demonstrates a pattern of failing to implement building and/or district goals.



# Center Grove Community School Corporation

## EVIDENCE REPORT

\_\_\_\_\_ School Year

Teacher Effectiveness			
Domain 1: Purposeful Designing			
Competency	Highly Effective	Effective	Evidence
<p><b>1.1 Utilize Assessment Data for Purposeful Planning</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Teacher is highly effective in utilizing assessment data for purposeful planning. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Incorporates differentiated high-yield instructional strategies in designing instruction to reach every student at his/her level of understanding determined through analysis of Center Grove data.</li> </ul>	<p>Teacher is effective in utilizing assessment data for purposeful planning.</p> <ul style="list-style-type: none"> <li>- Teacher utilizes classroom and individual student achievement goals, unit plans, AND lesson plans.</li> </ul>	
<p><b>1.2 Set Measurable Achievement Goals</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Teacher is highly effective in setting measurable achievement goals. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Plans individual student achievement goals and/or collaborative goals.</li> </ul>	<p>Teacher is effective in setting measurable achievement goals.</p> <ul style="list-style-type: none"> <li>- Goals are measurable.</li> <li>- Goals are aligned to content standards;</li> </ul> <p>AND</p> <p>Goals include benchmarks to help monitor learning and discern appropriate interventions throughout the year.</p>	

<p><b>1.3 Develop Standards-Based Unit Plans and Assessments</b></p> <p><input checked="" type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Teacher is highly effective in developing standards-based unit plans and assessments. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created).</li> <li>- Aligns lesson/unit assessments with ongoing frequent formative assessments.</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit.</li> </ul>	<p>Teacher is effective in developing standards-based unit plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher identifies content standards that students will master in each unit.</li> <li>- Teacher creates assessments before each unit begins for backwards planning.</li> <li>- Teacher allocates an instructionally appropriate amount of time for each unit.</li> <li>- Teacher differentiates instruction based on student needs and learning styles.</li> </ul>	
<p><b>1.4 Create Objective/Goal-Driven Lesson Plans and Assessments</b></p> <p><input checked="" type="checkbox"/> GAP <input checked="" type="checkbox"/> CWT</p>	<p>Teacher is highly effective in creating objective/goal-driven lesson plans and assessments. <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated high-yield instructional strategies, anticipating where these will be needed to enhance instruction.</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative CG assessments where necessary and uses all assessments to directly inform instruction.</li> </ul>	<p>Teacher is effective in creating objective/goal-driven lesson plans and assessments.</p> <ul style="list-style-type: none"> <li>- Teacher identifies lesson objectives/goals that are aligned to state content standards.</li> <li>- Teacher matches high-yield instructional strategies as well as meaningful and relevant activities/assignments to the lesson objective/goals.</li> <li>- Teacher plans formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	

<p><b>1.5 Track Student Data and Analyze Progress</b></p> 	<p><b>Teacher is highly effective in tracking student data and analyzing progress.</b>  <i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points.</li> <li>- Uses data analysis of student progress to drive lesson designing.</li> <li>- Utilizes two-way communication with all stakeholders to inform data results.</li> </ul>	<p><b>Teacher is effective in tracking student data and analyzing progress.</b></p> <ul style="list-style-type: none"> <li>- Teacher records student assessment/ progress data.</li> <li>- Teacher analyzes student progress towards mastery and plans future lessons/units accordingly.</li> <li>- Maintains and monitors a grading system aligned to learning goals.</li> </ul>	
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Teacher Effectiveness			
Domain 2: Effective Instruction			
Competency	Highly Effective	Effective	Evidence
<p><b>2.1 Develop student understanding and mastery of lesson objective /goals</b></p> <p> GAP</p> <p> CWT</p>	<p>Teacher is highly effective in developing student understanding and mastery of lesson objective/ goals.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the posted objective/goal.</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</li> </ul>	<p>Teacher is effective in developing student understanding and mastery of lesson objective/ goals.</p> <ul style="list-style-type: none"> <li>- Lesson is well-organized to move students towards mastery of the objective/goal.</li> <li>- The posted lesson objective/goal is specific, measurable, aligned to standards, and engaging. It conveys what students are learning and what they will be able to do by the end of the lesson.</li> <li>- Importance of the objective/goal is explained so that students understand why they are learning what they are learning and how it connects to prior learning.</li> </ul>	

**2.2 Engage students in the academic content**

-  GAP
-  CWT

**Teacher is highly effective in engaging students in the academic content.**

*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*

- Teacher provides ways to engage with content that significantly promotes student mastery of the objective/goal.
- Teacher provides differentiated ways of engaging with content specific to individual student needs.
- Students are authentically engaged the majority of the class time. Some strategic compliance occurs.

**Teacher is effective in engaging students in the academic content.**

- Teacher provides multiple ways (different learning modalities or intelligences) of engaging students with content, all aligned to the lesson objective/goal.
- Students exhibit a desire to learn more; sustained engagement leads to profound learning.
- Teacher effectively integrates technology where appropriate and available as a tool to engage students in academic content.
- Students are exhibiting Strategic Compliance the majority of the time with some Authentic Engagement and/or Ritual Compliance.

<p><b>2.3 Exhibit Knowledge of Content</b></p> <p> GAP</p> <p> CWT</p>	<p><b>Teacher is highly effective in exhibiting knowledge of content.</b></p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</li> <li>- Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</li> <li>- Teacher continues to pursue content knowledge.</li> </ul>	<p><b>Teacher is effective in exhibiting knowledge of content.</b></p> <ul style="list-style-type: none"> <li>- Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li> <li>- Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</li> </ul>	
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**2.4 Check for Understanding and Modify Instruction As Needed**

-  GAP
-  CWT

Teacher is highly effective in checking for understanding and modifying instruction as needed.

*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*

- Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking
- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.
- Teacher anticipates student misunderstandings and preemptively addresses them.
- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.

Teacher is effective in checking for understanding and modifying instruction as needed.

- Teacher checks for understanding, using a variety of methods (when checking is necessary to inform instruction)
- Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly, differentiating to meet diverse student needs.
- Teacher uses wait time effectively both after posing a question and before helping students think through a response.
- Teacher routinely assesses students' mastery of the objective/goal(s) through formal or informal assessments.
- Teacher responds to misunderstandings with effective scaffolding techniques.
- Teacher collaborates with ENL, Speech, and Special Education teachers in inclusive or resource settings in order to implement students' IEPs effectively.

**2.5 Maximize Instructional Time**

- GAP
- CWT

**Teacher is highly effective in maximizing instructional time.**

*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*

- Routines, transitions, and procedures are well executed. Students know what they are supposed to be doing and when without prompting from the teacher.
- Students are 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.

**Teacher is effective in maximizing instructional time.**

- Class starts on time.
- Teacher's procedures generally cause students to arrive on time, and students are aware of the consequences of arriving late (unexcused).
- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.
- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective/goal.
- 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.

**2.6 Create classroom Culture of Respect and Collaboration**

- GAP
- CWT

**Teacher is highly effective in creating a classroom culture of respect and collaboration.**

*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*

- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.
- Students reinforce positive character and behavior and discourage negative behavior amongst themselves.

**Teacher is effective in creating a classroom culture of respect and collaboration.**

- Students are respectful of their teacher and peers.
- Students are given opportunities to collaborate and support each other in the learning process.
- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.
- Teacher has a good rapport with students and positive relationships are built.
- Teacher is empathetic and caring toward students.
- Students are listened to, are involved with two-way sharing with the teacher, and are active participants in the learning which is tied to their thoughts and interests.

**2.7 Set High Expectations for Academic Success and Develops Higher Levels of Understanding through Instruction and Work**

- GAP
- CWT

Teacher is highly effective in setting high expectations for all students and for developing higher levels of understanding across all concepts.

*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:*

- Daily lessons are accessible for all, challenging to all, and encourage all students to demonstrate understanding through self-directed practice and application of concepts.
- Teacher and lesson design encourage student interest in learning by providing additional opportunities to apply and build skills beyond expected lesson elements (i.e. co-planned enrichment opportunities).
- Students' comments and actions demonstrate that they are excited about their work, value cognitively challenging work, and understand why it is important.
- Teacher demonstrates ability to build and facilitate student skill in answering and posing higher-level questions.

Teacher is effective in setting high expectations for most students and developing higher levels of understanding of most concepts.

- Lessons most often engage student participation and encourage much student persistence to demonstrate understanding.
- Teacher and lesson design push almost all students forward through challenging work due to differentiation of instruction and individualized support.
- The classroom is a safe and engaging learning environment where high expectations for all are the norm.
- Teacher almost always uses questioning as the tool for increasing student understanding and demonstrates expertise in use of progressively complex levels of questioning.

Teacher Effectiveness			
Domain 3: Teacher Leadership			
Competency	Highly Effective	Effective	Evidence
<p><b>3.1 Contribute to School/District Culture</b></p> <p><input checked="" type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Teacher is highly effective in contributing to school/district culture. <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher seeks out leadership roles in school and district.</li> <li>- Teacher frequently demonstrates commitment and dedicates time for students outside of regular classroom instruction.</li> <li>-Teacher develops mutually rewarding, <b>positive</b> relationships with peers.</li> </ul>	<p>Teacher is effective in contributing to school/district culture.</p> <ul style="list-style-type: none"> <li>- Teacher takes on leadership willingly when asked.</li> <li>- Teacher often contributes ideas and expertise to further the school and district missions and initiatives.</li> <li>- Teacher dedicates time efficiently, when needed, to helping students outside of regular classroom instruction.</li> <li>- Teacher develops interpersonal, <b>positive</b> relationships with peers.</li> </ul>	
<p><b>3.2 Collaborate with Peers</b></p> <p><input checked="" type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Teacher is highly effective in collaborating with peers. <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher almost always seeks out opportunities to collaborate.</li> <li>- Teacher takes on leadership roles and actively participates within collaborative groups.</li> <li>- Teacher initiates the sharing of educational strategies, content knowledge, or lesson plans with colleagues.</li> </ul>	<p>Teacher is effective in collaborating with peers.</p> <ul style="list-style-type: none"> <li>- Teacher seeks out and participates in regular opportunities to work with and learn from others.</li> <li>- Teacher willingly coaches and models lessons.</li> <li>- Teacher asks for assistance and provides assistance to others when needed.</li> <li>- Teacher actively listens and collaborates with others.</li> </ul>	

<p><b>3.3 Seek and Implement Professional Skills and Knowledge</b></p> <p></p>	<p><b>Teacher is highly effective in seeking and implementing professional skills and knowledge.</b></p> <p><i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher regularly shares newly learned knowledge and practices with others-grade/team, building, and district.</li> <li>-Teacher actively pursues opportunities to lead professional development activities at building and district levels.</li> <li>- Teacher has the willingness and capability for independent learning and researching of district practices and resources.</li> <li>-Teacher is a Leader of Leaders (trainer).</li> </ul>	<p><b>Teacher is effective in seeking and implementing professional skills and knowledge.</b></p> <ul style="list-style-type: none"> <li>-Teacher actively pursues opportunities to improve knowledge and practice.</li> <li>- Teacher seeks out ways to implement new practices into instruction, where applicable.</li> <li>- Teacher welcomes constructive feedback to improve practices.</li> <li>- Teacher willingly learns about and seeks opportunities to learn about and research district practices and resources.</li> </ul>	
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<p><b>3.4 Advocate for Student Success</b></p> 	<p><b>Teacher is highly effective in advocating for student success.</b>  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i>                  - Teacher displays commitment to the growth of all the students in the school and sees him/herself as accountable.                  - Teacher models a continued willingness to make changes to ensure student success.</p>	<p><b>Teacher is effective in advocating for student success.</b>                  - Teacher displays commitment to the education of all his/her students in his/her class.                  - Teacher attempts to remedy obstacles around student achievement.                  - Teacher frequently advocates for students' individualized needs.</p>	
<p><b>3.5 Communicating with Families</b></p>  <p>GAP CWT</p>	<p><b>Teacher is highly effective in communicating with families.</b>  <i>At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:</i>                  - Teacher strives to form relationships in which parents are given ample opportunity to participate in student learning.                  - Teacher addresses concerns in a timely and positive manner, when necessary, outside of required outreach events (P/T conferences, Meet the Teacher Nights, etc.).</p>	<p><b>Teacher is effective in communicating with families.</b>                  - Teacher proactively reaches out to parents in a variety of ways to engage them in student learning.                  -Teacher responds promptly to contact from parents in an appropriate fashion.                  - Teacher engages in all forms of parent outreach required by the school.</p>	

Teacher Effectiveness		
Domain 4: Professionalism		
Competency	Meets Standard	Evidence
<p><b>4.1 Attendance</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Individual demonstrates a pattern of meeting attendance guidelines.</p>	
<p><b>4.2 On-Time Arrival</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Individual demonstrates a pattern of meeting arrival guidelines.</p>	
<p><b>4.3 Policies, Procedures, and Expectations</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)</p>	
<p><b>4.4 Respect</b></p> <p><input type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.</p>	
<p><b>4.5 District/Building Goals</b></p> <p><input checked="" type="checkbox"/> GAP <input type="checkbox"/> CWT</p>	<p>Individual demonstrates a pattern of implementing building and/or district goals.</p>	

# CLASSROOM WALK THROUGH CENTER GROVE COMMUNITY SCHOOL CORPORATION

**LEARNING ENVIRONMENT**

**LITERACY**

**HIGH-YIELD STRATEGIES**

**LEARNER ENGAGEMENT [2.2]**

**BLOOMS TAXONOMY [2.4, 2.7]**



LEARNING ENVIRONMENT
1.) Standards Posted [2.1]
2.) Lesson Objective/Goal Posted [2.1]
3.) Organized For Learning [2.1, 2.5, 2.7] (3 of 4 Required: room management, resources available for students, safe and orderly environment, classroom behavior posted)
4.) Evidence of Differentiated Instruction via Independent and/or Group Learning [1.2, 2.7] (Student work displayed, work stations, target boards)
5.) Knowledge of Content [2.3]
6.) Use of Technology [2.3]

LITERACY
1.) Modeled & Shared Reading and Writing [1.4]
2.) Guided Reading, Literature Study, or Writing [1.4]
3.) Independent Reading or Writing [1.4]
4.) Formative and/or Summative Assessments [1.4]

HIGH-YIELD INSTRUCTIONAL STRATEGIES
1.) Tracking Student Progress and Scoring Scales [1.1, 1.4, 1.5]
2.) Setting Goals/Objectives [1.1, 1.4, 2.1]
3.) Building Vocabulary [1.1, 1.4]
4.) Identifying Similarities and Differences [1.1, 1.4]
5.) Interactive Games [1.1, 1.4, 2.2]
6.) Summarizing [1.1, 1.4, 2.3]

7.) Nonlinguistic Representations [1.1, 1.4]
8.) Note Taking [1.1, 1.4, 2.3]
9.) Student Discussion/Chunking [1.1, 1.4]
10.) Homework [1.1, 1.4]
11.) Effort and Recognition [1.1, 1.4, 2.6]
12.) Practice [1.1, 1.4]
13.) Graphic Organizers [1.1, 1.4]
14.) Feedback [1.1, 1.4, 2.4]
15.) Advance Organizers [1.1, 1.4]

### LEARNER ENGAGEMENT [2.2]

1.) <b>Authentic</b> – Task, activity, or work the student is assigned is associated with a result that has clear meaning and immediate value to the student. (Reading a book on a sport or hobby that is of interest to the student.)
2.) <b>Strategic Compliance</b> – Occurs when the assigned work has little or no inherent meaning of immediate value to the student, but the student associates it with the extrinsic results that are of value.
3.) <b>Ritual Compliance</b> – The student is willing to expend whatever effort is necessary to avoid negative consequences, even though the
4.) <b>Retreatism</b> – The student is disengaged from the task, expends little or no energy attempting to comply with the demands of the task or the teacher, but does not act in ways that disrupts others.
5.) <b>Rebellion</b> – The student summarily refuses to do the tasks and activities to which the student is committed in lieu of those assigned or supported by the school and by the teacher.

### BLOOMS TAXONOMY [2.4, 2.7]

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Tell, List, Describe, Relate, Locate, Write, Find, State, Name, Identify, Label, Recall, Define, Recognize, Match, Reproduce, Memorize, Draw, Select, Write, Recite	Explain, Interpret, Outline, Discuss, Distinguish, Predict, Restate, Translate, Compare, Describe, Relate, Generalize, Summarize, Put in to your own words, Paraphrase, Convert, Demonstrate, Visualize, Find out more information about	Solve, Show, Use, Illustrate, Construct, Complete, Examine, Classify, Choose, Interpret, Make, Put together, Change, Apply, Produce, Translate, Calculate, Manipulate, Modify, Put into practice	Analyze, Distinguish, Examine, Compare, Contrast, Investigate, Categorize, Identify, Explain, Separate, Advertise, Take apart, Differentiate, Subdivide, Deduce	Judge, Select, Choose, Decide, Justify, Debate, Verify, Argue, Recommend, Assess, Discuss, Rate, Prioritize, Determine, Critique, Evaluate, Criticize, Weigh, Value, Estimate, Defend	Create, Invent, Compose, Predict, Plan, Construct, Design, Imagine, Propose, Devise, Formulate, Combine, Hypothesize, Originate, Add to, Forecast



# Center Grove Community School Corporation

## RUBRIC FOR COUNSELOR EFFECTIVENESS

\_\_\_\_\_ School Year

### Counselor Effectiveness

#### Domain 1: Purposeful Planning and Preparation

School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Possible examples of evidence are listed when appropriate.

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>1.1 Utilize Assessment Data to Plan</b> *IEP            *Data Teams *RTI            *PSAT *Grades        *AimsWeb	<b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> Incorporates differentiated strategies in planning.	<b>Counselor uses student achievement-related, survey and other student data to formulate plans.</b>	<b>Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate plans.</b>	<b>Counselor does not use student achievement data or survey results when planning.</b>
<b>1.2 Reviews Professional Guidelines and Best Practices</b>	<b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> Routinely reviews or utilizes professional guidelines or best practices and uses them in-depth as situations allow.	<b>Based on program and student goals the counselor:</b> Routinely reviews or utilizes professional guidelines or best practices.	<b>Counselors rarely:</b> review or utilize professional guidelines or best practices.	<b>Counselor does not:</b> Review or utilize professional guidelines or best practices.
<b>1.3 Track Student Data and Analyze Progress</b> *AimsWeb *Skyward *SAT *Family Connection (HS)	<b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> Uses assessment/progress data in planning future programming accordingly.	<b>Counselor uses:</b> A data tracking system for analyzing data on a routine basis.	<b>Counselor rarely:</b> Uses a data tracking system for analyzing data.	<b>Counselor never:</b> Uses the provided data tracking system to analyze data.

Rubric For Counselor Effectiveness

**Counselor Effectiveness**

**Domain 2: Delivery of Effectives Counseling Services**

Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success. Possible examples of evidence are listed when appropriate.

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<p><b>2.1 Follows laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning</b></p> <p>*S504 *IEP process *CPS Services</p>	<p>Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <p><i>For Highly Effective, much of Effective is observed during the year, as counselor stays current with changes to the following:</i></p> <ul style="list-style-type: none"> <li>-Laws, rules, policies and ethical standards</li> </ul>	<p>Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <ul style="list-style-type: none"> <li>-Professional conduct and integrity is exhibited</li> <li>-Ethical and legal codes are followed</li> <li>-Consultation and supervision are used when needed</li> <li>-Student interventions appear appropriate to the situation</li> </ul>	<p>Counselor needs improvement at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <ul style="list-style-type: none"> <li>-Professional conduct and integrity is occasionally lacking</li> <li>-Ethical and legal codes are followed</li> <li>-Consultation and supervision are used when needed but not sought</li> <li>-Student interventions appear questionable</li> </ul>	<p>Counselor is ineffective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <ul style="list-style-type: none"> <li>-Professional conduct and integrity is generally lacking</li> <li>-Ethical and legal codes are followed</li> <li>-Consultation and supervision are used when needed but not sought</li> <li>-Student interventions appear questionable</li> </ul>

Rubric For Counselor Effectiveness

<p><b>2.2 Provide counseling, guidance, consultation, crisis intervention or referral as needed</b></p>	<p><b>Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:                  -Works well with school staff and administrators to facilitate identification of students in need of services</p>	<p><b>Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.</b></p> <p>-Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral                  -Counselor is proficient at delivering or referring student to receive appropriate service</p>	<p><b>Counselor is somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.</b></p> <p>-Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral                  -Appropriateness of service is questionable                  -Counselor is somewhat proficient at delivering or referring student to receive appropriate service</p>	<p><b>Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed.</b></p> <p>-Needs of students are inadequately addressed through counseling, guidance, consultation, crisis intervention or referral                  -Appropriateness of service is questionable                  -Counselor is not proficient at delivering or referring student to receive appropriate service</p>
<p><b>2.3 Develop student understanding of safety, survival and prevention skills</b></p> <p>*Safe Place                  *Girls Fight Back                  *Bullying Prevention                  *Body Safety Program                  *Prom-lead up activities                  *SADD</p>	<p><b>Counselor is Highly Effective at connecting student learning to future plans.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:                  -Coordinates prevention training programs to students/staff/parents</p>	<p><b>Counselor is Effective at connecting student learning to future plans.</b></p> <p>-Counselor assists students to identify safety concerns and needs, as needed                  -Students understand right to a safe and secure school environment                  -Students identify resources for peer, adult and/or community support</p>	<p><b>Counselor Needs Improvement at connecting student learning to future plans.</b></p> <p>-Inconsistent in helping students identify safety concerns and needs, as needed                  -Students do not understand right to a safe and secure school environment                  -Students do not identify resources for peer, adult and/or community support</p>	<p><b>Counselor is Ineffective at connecting student learning to future plans.</b></p> <p>-When needed, does not help students identify safety concerns and needs                  -Students do not understand right to a safe and secure school environment                  -Students do not identify resources for peer, adult and/or community support</p>

Rubric For Counselor Effectiveness

<p><b>2.4</b> <b>Connect student learning to future plans</b></p>	<p><b>Counselor is Highly Effective at connecting student learning to future plans.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Counselor utilizes resources outside of the school setting (MS/HS)</li> <li>-Counselor helps families see connection between achievement and career/future success</li> </ul>	<p><b>Counselor is Effective at connecting student learning to future plans.</b></p> <ul style="list-style-type: none"> <li>-Counselor helps students see connection between achievement and career/future success</li> <li>-Counselor helps student learn about interests, abilities, and aptitude</li> <li>-Counselor provides age-appropriate career awareness, information preparation or planning assistance to students. (MS/HS)</li> <li>-Counselors provide information for students to practice decision-making when selecting course work or career planning. (MS/HS)</li> </ul>	<p><b>Counselor is only somewhat Effective at connecting student learning to future plans.</b></p> <ul style="list-style-type: none"> <li>-Counselor infrequently helps students see connection between achievement and career/future success</li> <li>-Only some students learn about interests, abilities and aptitude</li> <li>-Counselor provides minimal career awareness, information, preparation or planning assistance to students</li> <li>-Students do not practice decision-making skills to course selection and/or career planning. (MS/HS)</li> </ul>	<p><b>Counselor is Ineffective at connecting student learning to future plans.</b></p> <ul style="list-style-type: none"> <li>-Counselor does not help students see connection between achievement and career/future success</li> <li>-Students do not learn about interests, abilities and aptitude</li> <li>-Counselor does not provide career awareness, information, preparation or planning assistance to students</li> <li>-Students do not practice decision-making skills to course selection and/or career planning (MS/HS)</li> </ul>
<p><b>2.5 Supports students/staff/parents in assessment interpretation and goal-setting</b></p>	<p><b>Counselor is Highly Effective at interpreting assessment results and goal-setting to students/staff/parents.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Assessment interpretation and goal-setting is systematic and well-planned</li> </ul>	<p><b>Counselor is Effective at interpreting assessment results and goal-setting to students/staff/parents.</b></p> <ul style="list-style-type: none"> <li>-Counselor assists students/staff/parents in interpreting and understanding assessment results</li> <li>-Counselor helps students set challenging academic goals and/or make course plans based on results</li> <li>-Students apply knowledge of interests and aptitudes to goal-setting</li> </ul>	<p><b>Counselor is only somewhat effective at interpreting assessment results and goal-setting to students/staff/parents.</b></p> <ul style="list-style-type: none"> <li>-Counselor only occasionally assists students/staff/parents in interpreting and understanding assessment results</li> <li>-Counselor helps students/staff/parents make course plans (MS/HS)</li> <li>-Students infrequently apply knowledge of interests and aptitudes to goal-setting</li> </ul>	<p><b>Counselor is Ineffective at interpreting assessment results and goal-setting to students/staff/parents.</b></p> <ul style="list-style-type: none"> <li>-Counselor does not assist students in interpreting and understanding assessment results</li> <li>-Students make course plans without counselor assistance (MS/HS)</li> <li>-Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting</li> </ul>

## Rubric For Counselor Effectiveness

<p><b>2.6 Create Culture of Respect</b></p>	<p><b>Counselor is Highly Effective at creating a classroom culture of respect and collaboration</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Seeks out opportunities to reinforce positive behavior and/or skillfully defuses emotionally charged situations</li> </ul>	<p><b>Counselor is Effective at creating a classroom culture of respect and collaboration</b></p> <ul style="list-style-type: none"> <li>-Students are respectful of their counselor</li> <li>-Counselor reinforces positive behavior and explains consequences appropriately to discourage negative behavior</li> </ul>	<p><b>Counselor Needs Improvement at creating a classroom culture of respect and collaboration</b></p> <ul style="list-style-type: none"> <li>-Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms.</li> </ul>	<p><b>Counselor is Ineffective at creating a classroom culture of respect and collaboration</b></p> <ul style="list-style-type: none"> <li>-Students are frequently disrespectful of counselors as evidenced by discouraging remarks or disruptive behavior</li> </ul>
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## Rubric For Counselor Effectiveness

## Counselor Effectiveness

**Domain 3: Effective Leadership and Collaboration**

Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. Possible examples of evidence are listed when appropriate.

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>3.1 Contribute to School Culture</b>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Seek out leadership roles</li> <li>-Go above and beyond in dedicating time for students and peers</li> </ul>	<p><b>An Effective counselor will:</b></p> <ul style="list-style-type: none"> <li>-Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>-Dedicate time efficiently, when needed, to helping students and peers</li> <li>-Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	<p><b>An Improvement Needed counselor will:</b></p> <ul style="list-style-type: none"> <li>-Contributes occasional ideas and expertise to further the school's mission and initiatives</li> <li>-Infrequently dedicates time to help students and peers.</li> <li>-Counselor may occasionally praise positive behavior or occasionally address negative behavior</li> </ul>	<p><b>An Ineffective counselor:</b></p> <ul style="list-style-type: none"> <li>-Counselor rarely or never contributes ideas aimed at improving school efforts.</li> <li>-Counselor dedicates little or no time towards helping students and peers.</li> <li>-Counselor rarely or never praises positive behavior</li> </ul>
<b>3.2 Collaborate with Peers</b>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate</li> <li>-Coach peers through difficult situations</li> <li>-Take on leadership roles within collaborative groups</li> </ul>	<p><b>At Effective, a counselor will:</b></p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others</li> <li>-Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<p><b>An Improvement Needed counselor will occasionally:</b></p> <ul style="list-style-type: none"> <li>-Participate in opportunities to work with and learn from others</li> <li>-Does not ask for or perceive need for assistance or collaboration</li> </ul>	<p><b>An Ineffective counselor:</b></p> <ul style="list-style-type: none"> <li>-Rarely or never attends professional development opportunities</li> <li>-Shows little or no interest in new ideas, programs, or classes to improve counseling and learning</li> </ul>

## Rubric For Counselor Effectiveness

<p><b>3.3</b> <b>Seek Professional Skills and Knowledge</b></p>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</b> -Regularly shares newly learned knowledge and practices with others -Seeks out opportunities to lead professional development sessions</p>	<p><b>An Effective counselor:</b> -Actively pursues opportunities to improve knowledge and practice -Seeks out ways to implement new practices where applicable -Welcomes constructive feedback to improve practice</p>	<p><b>An Improvement Needed counselor:</b> -Attends all mandatory professional development opportunities -Does not actively pursue optional professional development opportunities -Does not see out ways to implement new practices -Does not accept constructive feedback well</p>	<p><b>An Ineffective counselor:</b> -Rarely or never displays commitment to the education of his/her students. -Accepts failure as par for the course and does not advocate for students' needs</p>
<p><b>3.4</b> <b>Advocate for Student Success</b></p> <p>*Food *Clothes *Tutors *Fast Track</p>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</b> -Display commitment to the education of all students -Proposes creative changes to ensure student success</p>	<p><b>An Effective counselor:</b> -Displays commitment to the education of all his/her students -Attempts to remove or remedy obstacles to student achievement -Advocates for students' individual needs</p>	<p><b>An Improvement Needed counselor:</b> -Inconsistently displays commitment to the education of all his/her students -Advocates inconsistently for students' needs</p>	<p><b>An Ineffective counselor:</b> -Rarely or never displays commitment to the education of his/her students -Accepts failure as par for the course and does not advocate for students' needs</p>
<p><b>3.5</b> <b>Engage Families in Student Learning</b></p>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> -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</p>	<p><b>An Effective counselor:</b> -Proactively reaches out to parents to engage them in student learning -Responds to contact from parents in a timely, respectful manner</p>	<p><b>An Improvement Needed counselor:</b> -Responds to contact from parents -Does not necessarily reach out to parents to engage them in student learning</p>	<p><b>An Ineffective counselor:</b> -Rarely or never reaches out to parents -Frequently does not respond to contacts from parents</p>

## Rubric For Counselor Effectiveness

## Counselor Effectiveness

## Domain 4: Professionalism

Competency	Meets Standards	Does Not Meet Standards
<b>4.1 Attendance</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of meeting attendance guidelines.	Individual demonstrates a pattern of unexcused absences or inappropriate use of absences (absences that are in violation of procedures set forth by the Master Contract).
<b>4.2 On-Time Arrival</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of meeting arrival guidelines.	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the Master Contract).
<b>4.3 Policies, Procedures, and Expectations</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)
<b>4.4 Respect</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a timely, respectful manner.
<b>4.5 District/Building Goals</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of implementing building and/or district goals.	Individual demonstrates a pattern of failing to implement building and/or district goals.



# Center Grove Community School Corporation

## EVIDENCE RUBRIC FOR COUNSELOR EFFECTIVENESS

\_\_\_\_\_ School Year

Counselor Effectiveness			
Domain 1: Purposeful Planning and Preparation			
School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program. Possible examples of evidence are listed when appropriate.			
Competency	Highly Effective	Effective	Evidence
<b>1.1 Utilize Assessment Data to Plan</b> *IEP            *Data Teams *RTI            *PSAT *Grades        *AimsWeb	<b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> Incorporates differentiated strategies in planning.	<b>Counselor uses student achievement-related, survey and other student data to formulate plans.</b>	
<b>1.2 Reviews Professional Guidelines and Best Practices</b>	<b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> Routinely reviews or utilizes professional guidelines or best practices and uses them in-depth as situations allow.	<b>Based on program and student goals the counselor:</b> Routinely reviews or utilizes professional guidelines or best practices.	
<b>1.3 Track Student Data and Analyze Progress</b> *AimsWeb *Skyward *SAT *Family Connection (HS)	<b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> Uses assessment/progress data in planning future programming accordingly.	<b>Counselor uses:</b> A data tracking system for analyzing data on a routine basis.	

Counselor Effectiveness				
Domain 2: Delivery of Effectives Counseling Services				
Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success. Possible examples of evidence are listed when appropriate.				
Competency	Highly Effective	Effective	Evidence	
<p><b>2.1 Follows laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning</b></p> <p>*S504 *IEP process *CPS Services</p>	<p>Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <p><i>For Highly Effective, much of Effective is observed during the year, as counselor stays current with changes to the following:</i></p> <ul style="list-style-type: none"> <li>-Laws, rules, policies and ethical standards</li> </ul>	<p>Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <ul style="list-style-type: none"> <li>-Professional conduct and integrity is exhibited</li> <li>-Ethical and legal codes are followed</li> <li>-Consultation and supervision are used when needed</li> <li>-Student interventions appear appropriate to the situation</li> </ul>		

<p><b>2.2 Provide counseling, guidance, consultation, crisis intervention or referral as needed</b></p>	<p><b>Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:                      -Works well with school staff and administrators to facilitate identification of students in need of services</p>	<p><b>Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed.</b></p> <p>-Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral                      -Counselor is proficient at delivering or referring student to receive appropriate service</p>	
<p><b>2.3 Develop student understanding of safety, survival and prevention skills</b></p> <ul style="list-style-type: none"> <li>*Safe Place</li> <li>*Girls Fight Back</li> <li>*Bullying Prevention</li> <li>*Body Safety Program</li> <li>*Prom-lead up activities</li> <li>*SADD</li> </ul>	<p><b>Counselor is Highly Effective at connecting student learning to future plans.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:                      -Coordinates prevention training programs to students/staff/parents</p>	<p><b>Counselor is Effective at connecting student learning to future plans.</b></p> <p>-Counselor assists students to identify safety concerns and needs, as needed                      -Students understand right to a safe and secure school environment                      -Students identify resources for peer, adult and/or community support</p>	

<p><b>2.4</b>  <b>Connect student learning to future plans</b></p>	<p><b>Counselor is Highly Effective at connecting student learning to future plans.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Counselor utilizes resources outside of the school setting (MS/HS)</li> <li>-Counselor helps families see connection between achievement and career/future success</li> </ul>	<p><b>Counselor is Effective at connecting student learning to future plans.</b></p> <ul style="list-style-type: none"> <li>-Counselor helps students see connection between achievement and career/future success</li> <li>-Counselor helps student learn about interests, abilities, and aptitude</li> <li>-Counselor provides age-appropriate career awareness, information preparation or planning assistance to students. (MS/HS)</li> <li>-Counselors provide information for students to practice decision-making when selecting course work or career planning. (MS/HS)</li> </ul>	
<p><b>2.5 Supports students/staff/parents in assessment interpretation and goal-setting</b></p>	<p><b>Counselor is Highly Effective at interpreting assessment results and goal-setting to students/staff/parents.</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Assessment interpretation and goal-setting is systematic and well-planned</li> </ul>	<p><b>Counselor is Effective at interpreting assessment results and goal-setting to students/staff/parents.</b></p> <ul style="list-style-type: none"> <li>-Counselor assists students/staff/parents in interpreting and understanding assessment results</li> <li>-Counselor helps students set challenging academic goals and/or make course plans based on results</li> <li>-Students apply knowledge of interests and aptitudes to goal-setting</li> </ul>	

<p><b>2.6 Create Culture of Respect</b></p>	<p><b>Counselor is Highly Effective at creating a classroom culture of respect and collaboration</b></p> <p>For Highly Effective, much of Effective is observed during the year, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Seeks out opportunities to reinforce positive behavior and/or skillfully defuses emotionally charged situations</li> </ul>	<p><b>Counselor is Effective at creating a classroom culture of respect and collaboration</b></p> <ul style="list-style-type: none"> <li>-Students are respectful of their counselor</li> <li>-Counselor reinforces positive behavior and explains consequences appropriately to discourage negative behavior</li> </ul>	
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Counselor Effectiveness			
Domain 3: Effective Leadership and Collaboration			
Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. Possible examples of evidence are listed when appropriate.			
Competency	Highly Effective	Effective	Evidence
<b>3.1 Contribute to School Culture</b>	<p>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</p> <ul style="list-style-type: none"> <li>-Seek out leadership roles</li> <li>-Go above and beyond in dedicating time for students and peers</li> </ul>	<p>An Effective counselor will:</p> <ul style="list-style-type: none"> <li>-Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>-Dedicate time efficiently, when needed, to helping students and peers</li> <li>-Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	
<b>3.2 Collaborate with Peers</b>	<p>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate</li> <li>-Coach peers through difficult situations</li> <li>-Take on leadership roles within collaborative groups</li> </ul>	<p>At Effective, a counselor will:</p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others</li> <li>-Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	

<p><b>3.3</b> <b>Seek Professional Skills and Knowledge</b></p>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</b> -Regularly shares newly learned knowledge and practices with others -Seeks out opportunities to lead professional development sessions</p>	<p><b>An Effective counselor:</b> -Actively pursues opportunities to improve knowledge and practice -Seeks out ways to implement new practices where applicable -Welcomes constructive feedback to improve practice</p>	
<p><b>3.4</b> <b>Advocate for Student Success</b></p> <p>*Food *Clothes *Tutors *Fast Track</p>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally may:</b> -Display commitment to the education of all students -Proposes creative changes to ensure student success</p>	<p><b>An Effective counselor:</b> -Displays commitment to the education of all his/her students -Attempts to remove or remedy obstacles to student achievement -Advocates for students' individual needs</p>	
<p><b>3.5</b> <b>Engage Families in Student Learning</b></p>	<p><b>At Highly Effective, a counselor fulfills the criteria for Effective and additionally:</b> -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</p>	<p><b>An Effective counselor:</b> -Proactively reaches out to parents to engage them in student learning -Responds to contact from parents in a timely, respectful manner</p>	

Counselor Effectiveness		
Domain 4: Professionalism		
Competency	Meets Standards	Evidence
<b>4.1 Attendance</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of meeting attendance guidelines.	
<b>4.2 On-Time Arrival</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of meeting arrival guidelines.	
<b>4.3 Policies, Procedures, and Expectations</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. submitting discipline referrals, timely grading records, supervision assignments, appropriate attire, etc.)	
<b>4.4 Respect</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	
<b>4.5 District/Building Goals</b> <input type="checkbox"/> GAP <input type="checkbox"/> CWT	Individual demonstrates a pattern of implementing building and/or district goals.	



# Center Grove Community School Corporation

## RUBRIC FOR MEDIA SPECIALISTS

\_\_\_\_\_ School Year

### Media Specialists

#### Domain 1: Planning and Preparation

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>1.1 Demonstrating Knowledge of Literature, Information Technology, and 21<sup>st</sup> Century Learner Standards</b>	Media Specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media Specialist demonstrates thorough knowledge of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media Specialist demonstrates limited knowledge or literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media Specialist demonstrates little or no knowledge of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.
<b>1.2 Demonstrating Knowledge of the School's Literacy Framework and Student Needs Within the Academic Program</b>	Media Specialist takes a leadership role with the school to advocate the information skills needed by students within the school's literacy framework and academic program.	Media Specialist demonstrates thorough knowledge of the school's literacy framework and knowledge of students needs for information skills within the academic standards.	Media Specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media Specialist demonstrates thorough knowledge of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.
<b>1.3 Establishing Goals for the Library/Media Program Appropriate to the Age Level of Students Served and the School Literacy Framework</b>	Media Specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the school performance plan, and have been developed following consultations with students and colleagues.	Media Specialist's goals are clear and appropriate to the age of students and the school performance plan.	Media Specialist's goals are rudimentary and are partially suitable to the age of students and the school performance plan.	Media Specialist has not clear goals, or goals are not appropriate to the age of the students and the school performance plan.

## Rubric For Media Specialist

<b>1.4 Demonstrating Knowledge of Resources and Technology within the School District, and Community</b>	Media Specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's literacy framework/goals.	Media Specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community as they relate to the school's literacy framework/goals.	Media Specialist demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community as they relate to the school's literacy framework/goals.	Media Specialist demonstrates little or no familiarity with resources and technology to enhance.
<b>1.5 Developing and Implementing a Plan to integrate the Media Program into the School/Corporation Literacy Framework</b>	Media Specialist's plan is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in the maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators.	Media Specialist's program is well designed to support both teachers and students with their information.	Media Specialist's program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal.	Media Specialist's program consist of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>1.6 Developing a Plan to Evaluate the Media Program</b>	Media Specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.	Media Specialist's plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met.	Media Specialist's has a rudimentary plan to evaluate the media program.	Media Specialist's has no plan to evaluate the media program or resists suggestions that such a plan is important.

## Rubric For Media Specialist

Media Specialists				
Domain 2: The Environment				
Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>2.1 Creating an Environment of Respect and Rapport</b>	Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.	Interactions, both between the media specialist and students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the media specialists and students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the media specialist and students are negative, inappropriate, or insensitive to student' cultural backgrounds and are characterized by sarcasm, put-downs, or conflicts.
<b>2.2 Establishing a Culture for Investigation and Love of Literature</b>	Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Media Specialist, in interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature.	Media Specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Media Specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.
<b>2.3 Establishing and Maintaining Media Center Procedures</b>	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role.

## Rubric For Media Specialist

<p><b>2.4 Managing Student Behavior</b></p>	<p>Standards of conduct are clear with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>	<p>Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.</p>	<p>It appears that the media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p>	<p>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>
<p><b>2.5 Organizing Physical Space to Enable Smooth Flow</b></p>	<p>Media Specialist 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.</p>	<p>Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p>	<p>Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</p>	<p>Media Specialist 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.</p>

## Rubric For Media Specialist

## Media Specialists

## Domain 3: Delivery of Service

	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>3.1 Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations</b>	Media Specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas.	Media Specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas.	Media Specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.
<b>3.2 Collaborating with Teachers in the Design of Instructional Units and Lessons</b>	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Media Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.
<b>3.3 Setting Tone for Engaging Students in Enjoying Literature and in Learning Information Skills</b>	When students enter media center, they are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	When students enter media center, they are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	When students enter media center, only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	When students enter media center, they are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
<b>3.4 Assisting Students and Teachers in the Use of Technology in the Media Center</b>	Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.	Media specialist initiates sessions to assist students and teachers in the use of technology in the media center.	Media specialist assists students and teachers in the use of technology in the media center when specifically asked to do so.	Media specialist declines to assist students and teachers in the use of technology in the media center.

## Rubric For Media Specialist

<b>3.5 Demonstrating Flexibility and Responsiveness</b>	Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.	Media specialist makes revisions to the media program when they are needed.	Media specialist makes modest changes in the media program when confronted with evidence of the need for change.	Media specialist adheres to the media program, in spite of evidence of its inadequacy.
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Media Specialists				
Domain 4: Professional Responsibilities				
Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>4.1 Reflecting on Practice</b>	Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest alternative strategies.	Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.	Media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>4.2 Maintaining Accurate Records and Library Budgets</b>	Media specialist anticipates teacher needs when preparing requisitions, follows established procedures and suggests improvements. Inventories and reports are completed in a timely manner.	Media specialist honors teacher requests when preparing requisitions and follows established procedures to complete inventories and reports in a timely manner.	Media specialist sometimes listens to teacher requests when preparing requisitions and sometimes completes inventories and reports in a timely manner.	Media specialist ignores teacher requests when preparing requisitions and does not follow proper procedures for inventories and reports.
<b>4.3 Communicating with Parents and Community</b>	Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.	Media specialist routinely engages in outreach efforts to parents and the larger community.	Media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Media specialist makes no effort to engage in outreach efforts to parents or the larger community.

## Rubric For Media Specialist

<b>4.4 Participating in a Professional Community</b>	Media specialist makes a substantial contribution to school/district events and initiatives. Media specialist assumes a leadership role with colleagues to design/plan literacy activities.	Media specialist participates actively in school/district events and initiatives. Media specialist maintains positive and productive relationships with colleagues to design/plan literacy activities.	Media specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.
<b>4.5 Engaging in Professional Development</b>	Media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through offering professional learning activities to colleagues.	Media specialist seeks out opportunities for professional development based on an individual assessment of need.	Media specialist's participation in professional development activities is limited to those that are convenient or are required.	Media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
<b>4.6 Showing Professionalism</b>	Media specialist can be counted on to hold the highest standards of honesty and integrity. Media specialist takes a leadership role within the school to ensure there is no plagiarism or violation of copyright laws.	Media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.



# Center Grove Community School Corporation

## EVIDENCE RUBRIC FOR MEDIA SPECIALISTS

\_\_\_\_\_ School Year

Media Specialists			
Domain 1: Planning and Preparation			
Competency	Highly Effective	Effective	Evidence
<b>1.1 Demonstrating Knowledge of Literature, Information Technology, and 21<sup>st</sup> Century Learner Standards</b>	Media Specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	Media Specialist demonstrates thorough knowledge of literature, information technology, and 21 <sup>st</sup> Century Learner Standards.	
<b>1.2 Demonstrating Knowledge of the School's Literacy Framework and Student Needs Within the Academic Program</b>	Media Specialist takes a leadership role with the school to advocate the information skills needed by students within the school's literacy framework and academic program.	Media Specialist demonstrates thorough knowledge of the school's literacy framework and knowledge of students needs for information skills within the academic standards.	
<b>1.3 Establishing Goals for the Library/Media Program Appropriate to the Age Level of Students Served and the School Literacy Framework</b>	Media Specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the school performance plan, and have been developed following consultations with students and colleagues.	Media Specialist's goals are clear and appropriate to the age of students and the school performance plan.	

<p><b>1.4 Demonstrating Knowledge of Resources and Technology within the School District, and Community</b></p>	<p>Media Specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's literacy framework/goals.</p>	<p>Media Specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community as they relate to the school's literacy framework/goals.</p>	
<p><b>1.5 Developing and Implementing a Plan to Integrate the Media Program into the School/Corporation Literacy Framework</b></p>	<p>Media Specialist's plan is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in the maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators.</p>	<p>Media Specialist's program is well designed to support both teachers and students with their information.</p>	
<p><b>1.6 Developing a Plan to Evaluate the Media Program</b></p>	<p>Media Specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.</p>	<p>Media Specialist's plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met.</p>	

Media Specialists				
Domain 2: The Environment				
Competency	Highly Effective	Effective	Evidence	
<b>2.1 Creating an Environment of Respect and Rapport</b>	Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.	Interactions, both between the media specialist and students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.		
<b>2.2 Establishing a Culture for Investigation and Love of Literature</b>	Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Media Specialist, in interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature.		

<p><b>2.3 Establishing and Maintaining Media Center Procedures</b></p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.</p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.</p>	
<p><b>2.4 Managing Student Behavior</b></p>	<p>Standards of conduct are clear with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>	<p>Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.</p>	
<p><b>2.5 Organizing Physical Space to Enable Smooth Flow</b></p>	<p>Media Specialist 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</p>	<p>Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p>	

	and inviting.					
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Media Specialists				
Domain 3: Delivery of Service				
	Highly Effective	Effective	Evidence	
<b>3.1 Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations</b>	Media Specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas.	Media Specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas.		
<b>3.2 Collaborating with Teachers in the Design of Instructional Units and Lessons</b>	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.		
<b>3.3 Setting Tone for Engaging Students in Enjoying Literature and in Learning Information Skills</b>	When students enter media center, they are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.	When students enter media center, they are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.		
<b>3.4 Assisting Students and Teachers in the Use of Technology in the Media Center</b>	Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.	Media specialist initiates sessions to assist students and teachers in the use of technology in the media center.		

<p><b>3.5 Demonstrating Flexibility and Responsiveness</b></p>	<p>Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.</p>	<p>Media specialist makes revisions to the media program when they are needed.</p>	
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<p><b>Media Specialists</b></p>			
<p><b>Domain 4: Professional Responsibilities</b></p>			
<p><b>Competency</b></p>	<p><b>Highly Effective</b></p>	<p><b>Effective</b></p>	<p><b>Evidence</b></p>
<p><b>4.1 Reflecting on Practice</b></p>	<p>Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest alternative strategies.</p>	<p>Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.</p>	
<p><b>4.2 Maintaining Accurate Records and Library Budgets</b></p>	<p>Media specialist anticipates teacher needs when preparing requisitions, follows established procedures and suggests improvements. Inventories and reports are completed in a timely manner.</p>	<p>Media specialist honors teacher requests when preparing requisitions and follows established procedures to complete inventories and reports in a timely manner.</p>	
<p><b>4.3 Communicating with Parents and Community</b></p>	<p>Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.</p>	<p>Media specialist routinely engages in outreach efforts to parents and the larger community.</p>	

<p><b>4.4 Participating in a Professional Community</b></p>	<p>Media specialist makes a substantial contribution to school/district events and initiatives. Media specialist assumes a leadership role with colleagues to design/plan literacy activities.</p>	<p>Media specialist participates actively in school/district events and initiatives. Media specialist maintains positive and productive relationships with colleagues to design/plan literacy activities.</p>	
<p><b>4.5 Engaging in Professional Development</b></p>	<p>Media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through offering professional learning activities to colleagues.</p>	<p>Media specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	
<p><b>4.6 Showing Professionalism</b></p>	<p>Media specialist can be counted on to hold the highest standards of honesty and integrity. Media specialist takes a leadership role within the school to ensure there is no plagiarism or violation of copyright laws.</p>	<p>Media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.</p>	



# Center Grove Community School Corporation

## RUBRIC FOR INSTRUCTIONAL SPECIALIST

\_\_\_\_\_ School Year

### Instructional Specialist

#### Domain 1: Planning and Preparation

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>1.1 Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist's knowledge of specialty are accurate and trends in professional development regarded as being "proactive" by keeping abreast of things to come; specialist is regarded as an expert by colleagues.	Instructional specialist demonstrates thorough knowledge of a few specialty areas and trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates little or no familiarity with specialty area of trends in professional development.
<b>1.2 Demonstrating knowledge of a school's goals and levels of teacher skill in delivering that program.</b>	Instructional specialist is deeply familiar with a school's goals, works to shape its future direction, and actively seeks information from administrators or teachers as to teacher skill level in that program.	Instructional specialist demonstrates basic knowledge of a school's goals and teacher skill level in delivering that pedagogy.	Instructional specialist demonstrates little knowledge of a school's program and of teacher skill in delivering that pedagogy.	Instructional specialist demonstrates no knowledge of or makes assumptions of a school's goals or of teacher skill in delivering that pedagogy.
<b>1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and/or colleagues.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist has no clear goals for the instructional support program presented in a workshop or modeled lesson, or they are inappropriate to either the situation or the needs of the staff.
<b>1.4 Demonstrating knowledge of resources, both within and beyond the school district</b>	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.

## Rubric For Instructional Specialist

<b>1.5 Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan consists of random collection of unrelated activities, lacking coherence or an overall structure.
<b>1.6 Developing a plan to evaluate the instructional support program</b>	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional support specialist'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.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Rubric For Instructional Specialist

Instructional Specialist				
Domain 2: The Environment				
Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>2.1 Creating an environment of trust and respect</b>	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.
<b>2.2 Establishing a culture for ongoing instructional improvement</b>	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
<b>2.3 Establishing clear procedures for teachers to gain access to instructional support</b>	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.
<b>2.4 Establishing and maintaining norms of behavior for professional interactions</b>	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.
<b>2.5 Organizing physical space for workshops or training</b>	Instructional specialist makes highly effective use of the physical environment, engagement of all participants in the workshop activities.	Instructional specialist makes good use of the physical environment for the training.	Instructional specialist makes poor use of the physical space for the training, but physical environment does not impede workshop activities.	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants; time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

Rubric For Instructional Specialist

Instructional Specialist				
Domain 3: Delivery of Service				
Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>3.1 Collaborating with teachers in the design of instructional units, presentations, and lessons</b>	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units or presentations, locating additional resources from sources outside the school.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons, presentations, and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons, presentations, and units when specifically asked to do so.	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons, units or presentations.
<b>3.2 Engaging teachers in learning new instructional skills</b>	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
<b>3.3 Sharing expertise with staff</b>	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
<b>3.4 Locating resources for teachers to support instructional improvement</b>	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.

## Rubric For Instructional Specialist

<b>3.5 Demonstrating flexibility and responsiveness</b>	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist adheres to his/her plan, in spite of evidence of its inadequacy.
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## Rubric For Instructional Specialist

## Instructional Specialist

## Domain 4: Professional Responsibilities

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>4.1 Reflecting on practice</b>	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist does not reflect on practice or the reflections are inaccurate or self-serving.
<b>4.2 Preparing and submitting power point presentations, handouts, brochures, or reports.</b>	Instructional specialist anticipates and responds to teacher needs when preparing power point presentations, handouts, and brochures. Reports are submitted on time. These items are current, impactful, and accurate. They are delivered in an engaging, organized fashion with proper spelling, grammar, and punctuation.	Instructional specialist's presentations are complete, and accurate. Reports are always submitted on time. These items are fairly organized with proper spelling, grammar, and punctuation.	Instructional specialist's efforts on presentations are not complete or not always accurate. Reports are sometimes submitted on time. Spelling, grammar, and punctuation are sometimes incorrect.	Instructional specialist does not use supplemental materials during presentations or are grossly inaccurate. Reports are routinely late. Power points, handouts, and brochures are riddled with spelling, grammar, and punctuation errors.
<b>4.3 Participating in a professional community</b>	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Rubric For Instructional Specialist

<p><b>4.4 Engaging in professional development</b></p>	<p>Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.</p>	<p>Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</p>
<p><b>4.5 Showing professionalism, including integrity and confidentiality</b></p>	<p>Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.</p>	<p>Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms or confidentiality.</p>	<p>Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.</p>	<p>Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.</p>



# Center Grove Community School Corporation

## EVIDENCE RUBRIC FOR INSTRUCTIONAL SPECIALIST

\_\_\_\_\_ School Year

Instructional Specialist				
Domain 1: Planning and Preparation				
Competency	Highly Effective	Effective	Evidence	
<b>1.1 Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist's knowledge of specialty are accurate and trends in professional development regarded as being "proactive" by keeping abreast of things to come; specialist is regarded as an expert by colleagues.	Instructional specialist demonstrates thorough knowledge of a few specialty areas and trends in professional development.		
<b>1.2 Demonstrating knowledge of a school's goals and levels of teacher skill in delivering that program.</b>	Instructional specialist is deeply familiar with a school's goals, works to shape its future direction, and actively seeks information from administrators or teachers as to teacher skill level in that program.	Instructional specialist demonstrates basic knowledge of a school's goals and teacher skill level in delivering that pedagogy.		
<b>1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and/or colleagues.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of staff.		
<b>1.4 Demonstrating knowledge of resources, both within and beyond the school district</b>	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.		

Rubric For Instructional Specialist

<p><b>1.5 Planning the instructional support program, integrated with the overall school program</b></p>	<p>Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.</p>	<p>Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.</p>	
<p><b>1.6 Developing a plan to evaluate the instructional support program</b></p>	<p>Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</p>	<p>Instructional support specialist'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.</p>	

Instructional Specialist				
Domain 2: The Environment				
Competency	Highly Effective	Effective	Evidence	
<b>2.1 Creating an environment of trust and respect</b>	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.		
<b>2.2 Establishing a culture for ongoing instructional improvement</b>	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.		
<b>2.3 Establishing clear procedures for teachers to gain access to instructional support</b>	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.		
<b>2.4 Establishing and maintaining norms of behavior for professional interactions</b>	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional specialist has established clear norms of mutual respect for professional interaction.		

<p><b>2.5 Organizing physical space for workshops or training</b></p>	<p>Instructional specialist makes highly effective use of the physical environment, engagement of all participants in the workshop activities.</p>	<p>Instructional specialist makes good use of the physical environment for the training.</p>	
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**Instructional Specialist**

**Domain 3: Delivery of Service**

Competency	Highly Effective	Effective	
<p><b>3.1 Collaborating with teachers in the design of instructional units, presentations, and lessons</b></p>	<p>Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units or presentations, locating additional resources from sources outside the school.</p>	<p>Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons, presentations, and units.</p>	
<p><b>3.2 Engaging teachers in learning new instructional skills</b></p>	<p>Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.</p>	<p>All teachers are engaged in acquiring new instructional skills.</p>	

<p><b>3.3 Sharing expertise with staff</b></p>	<p>The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.</p>	<p>The quality of the instructional specialist’s model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.</p>		
<p><b>3.4 Locating resources for teachers to support instructional improvement</b></p>	<p>Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.</p>	<p>Instructional specialist locates resources for instructional improvement for teachers when asked to do so.</p>		

<b>3.5 Demonstrating flexibility and responsiveness</b>	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional specialist makes revisions to the support program when it is needed.	
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Instructional Specialist				
Domain 4: Professional Responsibilities				
Competency	Highly Effective	Effective		
<b>4.1 Reflecting on practice</b>	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.		
<b>4.2 Preparing and submitting power point presentations, handouts, brochures, or reports.</b>	Instructional specialist anticipates and responds to teacher needs when preparing power point presentations, handouts, and brochures. Reports are submitted on time. These items are current, impactful, and accurate. They are delivered in an engaging, organized fashion with proper spelling, grammar, and punctuation.	Instructional specialist's presentations are complete, and accurate. Reports are always submitted on time. These items are fairly organized with proper spelling, grammar, and punctuation.		
<b>4.3 Participating in a professional community</b>	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.		

Rubric For Instructional Specialist

<p><b>4.4 Engaging in professional development</b></p>	<p>Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.</p>	<p>Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	
<p><b>4.5 Showing professionalism, including integrity and confidentiality</b></p>	<p>Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.</p>	<p>Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms or confidentiality.</p>	

# Center Grove Community School Corporation

## RUBRIC FOR GOAL WRITING

\_\_\_\_\_ School Year

Teacher's Name:	
Building:	
Grade Level:	

STANDARD	<input checked="" type="checkbox"/>	UNSATISFACTORY/ UNACCEPTABLE	<input checked="" type="checkbox"/>	SATISFACTORY/ ACCEPTABLE
<b>Baseline Condition</b> (Where am I?)	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Description of conditions is too broad or too generalized to provide background for goal</li> <li>Description is not data driven</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Specific description of conditions and best practices that precipitated the goal are provided</li> </ul>
<b>Goal</b> (Where am I going?)	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Goal does not focus on student learning</li> <li>Goal is vague, too broad, too generalized to provide direction</li> <li>Goal does not relate to data in baseline conditions</li> <li>Goal depends on actions of others</li> <li>Goal does not consider building and district goals</li> <li>Goal does not address areas of growth</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Goal focuses on student learning</li> <li>Goal relates to data in baseline conditions</li> <li>Goal is built upon areas of growth</li> <li>Goal is achievable through personal actions</li> <li>Goal compliments building and district goals</li> <li>Goal is concise, measurable, and attainable with opportunities for measuring progress at designated times</li> </ul>
<b>Anticipated Challenges</b> (What can stop me?)	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Identifies resources, time money, and/or other external issues as a reason why the goal may not be achieved</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Focuses identification of challenges on activities within his/her control or identifies creative means of addressing limited resources</li> <li>May identify and respond to other perspectives and professionals to identify possible obstacles to goal achievement</li> </ul>
<b>Strategies</b> (How will I get there?)	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Fewer than three strategies OR strategies are:                             <ul style="list-style-type: none"> <li>- unrealistic</li> <li>- rely on the actions of others</li> <li>- not connected to the goal</li> <li>- not measurable</li> <li>- not research-based</li> </ul> </li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Three (3) or more strategies that:                             <ul style="list-style-type: none"> <li>- are realistic</li> <li>- are reliant upon on self-action</li> <li>- are connected to the goal</li> <li>- are measurable</li> <li>- are based on best practice and/or research</li> </ul> </li> </ul>
<b>Evidence of Progress</b> (How do I know I'm making progress?)	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Progress is not documented with adequate evidence [fewer than three (3)] or does not include progress of student learning</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Progress is documented by three (3) or more pieces of evidence that:                             <ul style="list-style-type: none"> <li>- reveal progress of student learning</li> <li>- exceed expectations</li> <li>- demonstrate long-term evaluation</li> </ul> </li> </ul>

## Center Grove Community School Corporation

**RUBRIC FOR GOAL REFLECTION**

\_\_\_\_\_ School Year

Teacher's Name:	
Building:	
Grade Level:	

STANDARD	<input checked="" type="checkbox"/>	UNSATISFACTORY/ UNACCEPTABLE	<input checked="" type="checkbox"/>	SATISFACTORY/ ACCEPTABLE
<b><i>Effectiveness of Goal Implementation</i></b>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Cannot present documented evidence that implementation of goal has had an effect on student achievement</li> <li>Does not demonstrate that goal achievement compliments the school and district mission</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Presents documented evidence that the implementation of goal has had an effect on student achievement</li> <li>Demonstrates that the goal achievement compliments the school and district mission</li> </ul>
<b><i>Enhancement of Professional Practice</i></b>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Does not present documented evidence that teaching practice has changed</li> <li>Does not present steps to maintain accomplishments</li> <li>Does not show evidence of building instructional practice from new knowledge and experience</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Presents documented evidence that teaching practice has changed</li> <li>Present next steps to maintain accomplishments</li> <li>Presents evidence of building instructional practice from new knowledge and experience</li> </ul>
<b><i>Collaboration with Colleagues</i></b>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Maintains a self-contained classroom with little or no collaboration with colleagues that can be documented</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Presents documentation of collaboration with colleagues</li> </ul>
<b><i>Celebration of Achievement</i></b>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Achievements are not documented with the building administrator or shared with colleagues</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Achievements are documented with the building administrator and shared with colleagues</li> </ul>
<b><i>Personal Professional Development</i></b>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Cites less than two (2) professional development experiences</li> <li>Cites no professional development readings</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Cites participation in two (2) or more professional growth opportunities</li> <li>Cites one or more professional readings and its/their impact or lack of impact on classroom instruction</li> </ul>

\*Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* was used as a reference for the construction of this rubric.



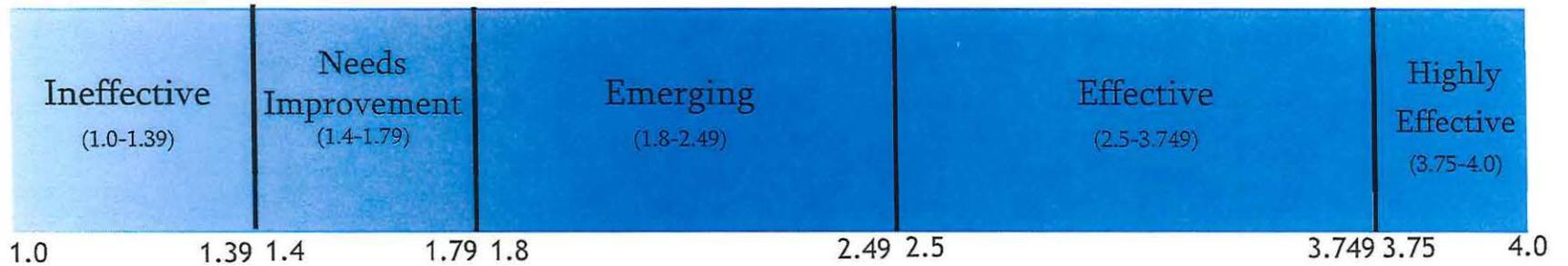


# Teacher Effectiveness Rubric Rating

## Veteran Teachers



## New Teachers







**RISE**

**Evaluation and  
Development System**

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

<sup>2</sup> For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	Professional development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>– Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>– Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>	<p>Principal orchestrates professional learning opportunities by:</p> <ul style="list-style-type: none"> <li>– Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>– Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>– Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>	<p>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> <li>– Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>– Providing learning opportunities with little variety of format;</li> <li>– Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>	<p>Principal <b>does not</b> orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> <li>– Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>– Providing no variety in format of learning opportunities;</li> <li>– Failing to provide professional learning opportunities based on evaluation results.</li> </ul>
1.1.4	Leadership and talent development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>– Recognizing and celebrating emerging leaders.</li> </ul>	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>– Providing formal and informal opportunities to mentor emerging leaders;</li> <li>– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>– 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.</li> </ul>	<p>Principal <b>does not</b> develop leadership and talent by:</p> <ul style="list-style-type: none"> <li>– Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>– Rarely or never provides mentorship to emerging leaders;</li> <li>– Providing no support and encouragement of leadership and growth;</li> <li>– Frequently assigns responsibilities without allocating necessary authority.</li> </ul>
1.1.5	Delegation	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Encouraging and supporting staff members to seek out responsibilities;</li> <li>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> <li>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Monitoring the progress towards success of those to whom delegations have been made;</li> <li>– Providing support to staff members as needed.</li> </ul>	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> <li>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>– Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>– Providing support, but not always as needed.</li> </ul>	<p>Principal <b>does not</b> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> <li>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>– Rarely or never providing support.</li> </ul>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	Strategic assignment <sup>3</sup>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.</li> </ul>	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> <li>– 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;</li> <li>– Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul>	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> <li>– 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.</li> </ul>	<p>Principal <u>does not</u> use staff placement to support instruction by:</p> <ul style="list-style-type: none"> <li>– 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.</li> </ul>
1.1.7	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> <li>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> <li>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<p>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Rarely or never monitoring the success of remediation plans;</li> <li>– Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>

<sup>3</sup> This indicator obviously assumes there is ability of leader to make these decisions.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>				
1.3.1	<b>Planning and Developing Student Learning Objectives</b> At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>	<b>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</b> <ul style="list-style-type: none"> <li>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>Collaborating with teachers to identify standards or skills to be assessed;</li> <li>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>	<b>Principal supports the creation of Student Learning Objectives (SLOs) by:</b> <ul style="list-style-type: none"> <li>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>	<b>Principal <u>does not</u> support the creation of Student Learning Objectives by:</b> <ul style="list-style-type: none"> <li>Failing to organize/provide opportunities for teacher collaboration;</li> <li>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>
1.3.2	<b>Rigorous Student Learning Objectives</b> At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>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.</li> </ul>	<b>Principal creates rigor in SLOs by:</b> <ul style="list-style-type: none"> <li>Ensuring teachers' SLOs define desired outcomes;</li> <li>Ensuring assessments used correspond to the appropriate state content standards;</li> <li>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> <li>Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul>	<b>Principal creates rigor in SLOs by:</b> <ul style="list-style-type: none"> <li>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul>	<b>Principal creates rigor in SLOs by:</b> <ul style="list-style-type: none"> <li>Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>Failing to assess baseline knowledge of students;</li> <li>Failing to select assessments that are appropriately aligned to content standards.</li> </ul>
1.3.3	<b>Instructional time</b> At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>	<b>Principal supports instructional time by:</b> <ul style="list-style-type: none"> <li>Removing all sources of distractions of instructional time;</li> <li>Promoting the sanctity of instructional time;</li> <li>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>	<b>Principal supports instructional time by:</b> <ul style="list-style-type: none"> <li>Removing major sources of distractions of instructional time;</li> <li>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<b>Principal <u>does not</u> support instructional time by:</b> <ul style="list-style-type: none"> <li>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>Rarely or never promoting the sanctity of instructional time;</li> <li>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>

## 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>2.1 Personal Behavior</b>					
2.1.1	Professionalism	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> <li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li> </ul>	Principal displays professionalism by: <ul style="list-style-type: none"> <li>Modeling professional, ethical, and respectful behavior at all times;</li> <li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li> </ul>	Principal supports professionalism by: <ul style="list-style-type: none"> <li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li> <li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>	Principal <u>does not</u> support professionalism by: <ul style="list-style-type: none"> <li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> <li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>
2.1.2	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Monitoring use of time to identify areas that are not effectively utilized;</li> </ul>	Principal manages time effectively by: <ul style="list-style-type: none"> <li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li> </ul>	Principal manages time effectively by: <ul style="list-style-type: none"> <li>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li> <li>Occasionally prioritizes activities unrelated to student achievement.</li> </ul>	Principal manages time effectively by: <ul style="list-style-type: none"> <li>Rarely or never establishing timely objectives or priorities;</li> <li>Regularly prioritizing activities unrelated to student achievement;</li> </ul>
2.1.3	Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>Identifying the most efficient means through which feedback can be generated.</li> <li>Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>	Principal uses feedback to improve student performance by: <ul style="list-style-type: none"> <li>Actively soliciting feedback and help from all key stakeholders;</li> <li>Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>	Principal uses feedback to improve student performance by: <ul style="list-style-type: none"> <li>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>	Principal <u>does not</u> use feedback to improve student performance by: <ul style="list-style-type: none"> <li>Regularly avoiding or devaluing feedback;</li> <li>Rarely or never applying feedback to shape priorities.</li> </ul>

2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Exceeding typical expectations to accomplish ambitious goals;</li> <li>- Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;</li> <li>- 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.</li> </ul>	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> <li>- Consistently achieving expected goals;</li> <li>- Taking on voluntary responsibilities that contribute to school success;</li> <li>- Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;</li> <li>- Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> <li>- Achieving most, but not all expected goals;</li> <li>- Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>- Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;</li> <li>- Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> <li>- Rarely or never achieving expected goals;</li> <li>- Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>- Rarely or never taking risks to support students in achieving results;</li> <li>- Never seeking out potential partnerships.</li> </ul>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2 Building Relationships</b>				
2.2.1	<b>Culture of urgency</b> At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>	<b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>Leading a relentless pursuit of these expectations.</li> </ul>	<b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>Occasionally leading a pursuit of these expectations.</li> </ul>	<b>Principal <u>does not</u> create an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>
2.2.2	<b>Communication</b> At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>To the extent possible, messaging key concepts in real time;</li> <li>Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul>	<b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul>	<b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging most, but not all, key concepts;</li> <li>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>Utilizing a limited number of means and approaches to communication.</li> </ul>	<b>Principal <u>does not</u> skillfully and clearly communicate by:</b> <ul style="list-style-type: none"> <li>Rarely or never messaging key concepts;</li> <li>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul>
2.2.3	<b>Forging consensus for change and improvement</b> At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>Guides others through change and addresses resistance to that change;</li> <li>Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>Creates cultural changes that reflect and support building a consensus for change.</li> </ul>	<b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Using effective strategies to work toward a consensus for change and improvement;</li> <li>Systematically managing and monitoring change processes;</li> <li>Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>	<b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul>	<b>Principal <u>does not</u> create a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>Rarely or never managing or developing a process for change and/or improvement;</li> <li>Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>

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

## RISE Principal Metrics and Summative Scoring

### Review of Components

Each principal's summative evaluation score will be based on the following components and measures:

#### 1) Professional Practice – Assessment of leadership outcomes

Measure: Indiana Principal Effectiveness Rubric (PER)

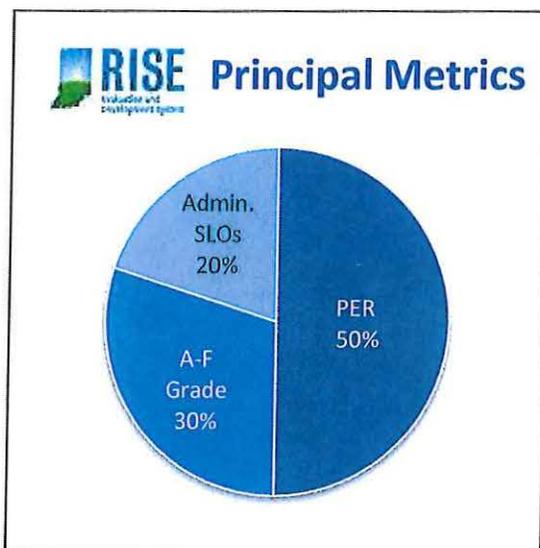
#### 2) Student Learning – Contribution to student academic progress

Measure: A-F Accountability Framework (A-F Grades)

Measure: Administrative Student Learning Objectives (SLO)

### Weighting of Measures

The weights of each measure are provided in the pie chart below.

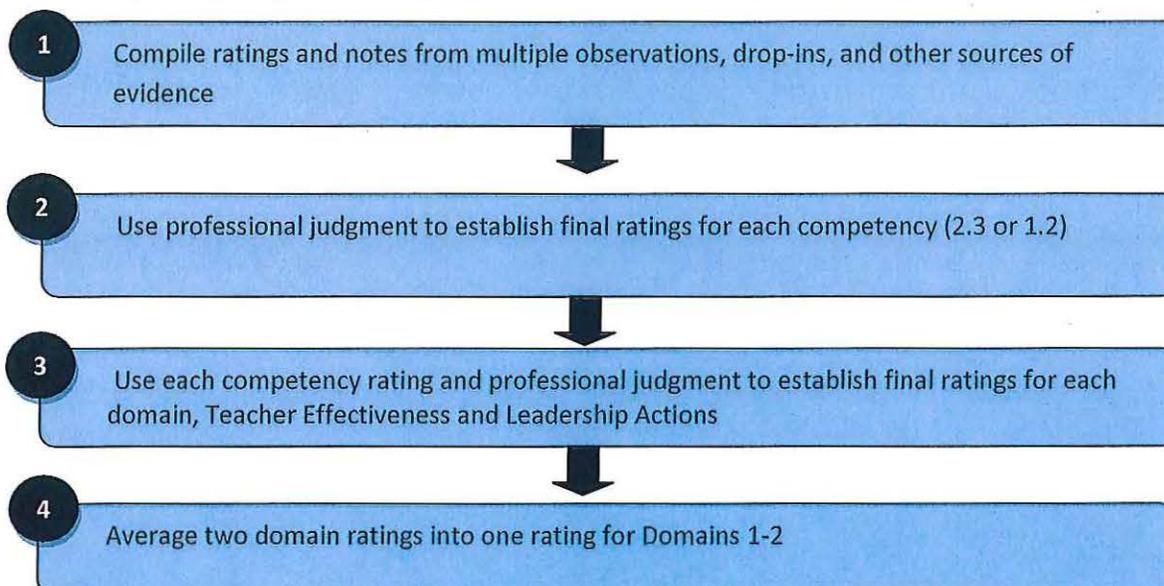


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**PROFESSIONAL PRACTICE (50%):**

**RISE Principal Effectiveness Rubric (50%):** 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. It is weighted 50% of the principal’s comprehensive rating.

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



Each step is described in detail below.

**1 Compile ratings and notes from multiple 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, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

**2 Use professional judgment to establish final ratings for each competency.**

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

**3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions**

After collecting evidence, the evaluator must assess where the principal falls within each 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 ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings 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)

**4 Average two domain ratings into one final practice score.**

At this point, each of the two 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 below.

$$3+2/2=2.5 \text{ final practice score}$$

**STUDENT LEARNING MEASURES (50%):**

**A-F Accountability Grade (30%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 30% of the principal’s comprehensive rating.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

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**Administrative Student Learning Objectives (20%)**: This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 20% of the principal's comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have two goals
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

**Elementary /Middle School Administrative SLO examples:**

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

**High School Administrative SLO examples:**

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

**Administrative SLO non-examples:**

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

## Administrative SLO Scoring

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

## ROLLING UP THE SCORE

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.50	
A-F Accountability Grade (DOE)			0.30	
Admin. SLO Rating			0.20	
			Comprehensive Effectiveness Rating	

## 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 resource decisions.

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

Note: Borderline points always round up.

# RISE Principal 1.0

<b>Teacher Effectiveness - 1. Human Capital Manager</b>		Number of Competencies: 7
<p>Domain Description: 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.</p>		
<p>1.1. Competency Hiring and retention</p>	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul>
	(3) Effective	<p><b>Principal recruits, hires, and supports effective teachers by:</b></p> <ul style="list-style-type: none"> <li>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;</li> <li>Aligning personnel decisions with the vision and mission of the school.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal recruits, hires, and supports effective teachers by:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Demonstrating ability to increase some teachers' effectiveness;</li> <li>Occasionally applying the school's vision/mission to HR decisions.</li> </ul>
	(1) Ineffective	<p><b>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions;</li> <li>Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>Rarely or never applying the school's vision/mission to HR decisions.</li> </ul>

## Teacher Effectiveness - 1. Human Capital Manager

Number of

Competencies: 7

Domain Description: 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.

1.2. Competency Evaluation of teachers	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>
	(3) Effective	<p><b>Principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>
	(2) Improvement Necessary	<p><b>Principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>
	(1) Ineffective	<p><b>Principal does <u>not</u> prioritize and apply teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers;</li> <li>Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.</li> </ul>

**Teacher Effectiveness - 1. Human Capital Manager**  
Competencies: 7

Number of

Domain Description: 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.

1.3. Competency Professional development	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>• Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>• Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>
	(3) Effective	<p><b>Principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>• Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>• Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>• Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>• Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>• Providing learning opportunities with little variety of format;</li> <li>• Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>
	(1) Ineffective	<p><b>Principal does <u>not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>• Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>• Providing no variety in format of learning opportunities;</li> <li>• Failing to provide professional learning opportunities based on evaluation results.</li> </ul>

## Teacher Effectiveness - 1. Human Capital Manager

Number of

Competencies: 7

Domain Description: 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.

1.4. Competency Leadership and talent development	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>• Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>• Recognizing and celebrating emerging leaders.</li> </ul>
	(3) Effective	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>• Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>• Providing formal and informal opportunities to mentor emerging leaders;</li> <li>• Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>• Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>• Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>• 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.</li> </ul>
	(1) Ineffective	<p><b>Principal does not develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;</li> <li>• Rarely or never provides mentorship to emerging leaders;</li> <li>• Providing no support and encouragement of leadership and growth;</li> <li>• Frequently assigns responsibilities without allocating necessary authority.</li> </ul>

## Teacher Effectiveness - 1. Human Capital Manager

Number of

Competencies: 7

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1.5. Competency Delegation	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Encouraging and supporting staff members to seek out responsibilities;</li> <li>• Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>
	(3) Effective	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>• Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>• Monitoring the progress towards success of those to whom delegations have been made;</li> <li>• Providing support to staff members as needed.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>• Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>• Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>• Providing support, but not always as needed.</li> </ul>
	(1) Ineffective	<p><b>Principal does not delegate tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>• Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>• Rarely or never providing support.</li> </ul>

## Teacher Effectiveness - 1. Human Capital Manager

Number of

Competencies: 7

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1.6. Competency Strategic assignment	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.</li> </ul>
	(3) Effective	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
	(1) Ineffective	<p><b>Principal does not use staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

6. Competency Notes:

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

**Teacher Effectiveness - 1. Human Capital Manager**

Number of

Competencies: 7

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1.7. Competency Addressing teachers who are in need of improvement or ineffective	(4) Highly Effective	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>• Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>• Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>
	(3) Effective	<b>Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>• Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>• Monitoring the success of remediation plans;</li> <li>• Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>
	(2) Improvement Necessary	<b>Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>• Occasionally monitoring the success of remediation plans;</li> <li>• Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>
	(1) Ineffective	<b>Principal does not address teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>• Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>• Rarely or never monitoring the success of remediation plans;</li> <li>• Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>

**Leadership Actions - 1. Personal Behavior**

Number of Competencies: 4

Domain Description: 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.

1.1. Competency Professionalism	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> <li>• Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li> </ul>
	(3) Effective	<p><b>Principal displays professionalism by:</b></p> <ul style="list-style-type: none"> <li>• Modeling professional, ethical, and respectful behavior at all times;</li> <li>• Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal supports professionalism by:</b></p> <ul style="list-style-type: none"> <li>• Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li> <li>• Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>
	(1) Ineffective	<p><b>Principal does not support professionalism by:</b></p> <ul style="list-style-type: none"> <li>• Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> <li>• Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>

**Leadership Actions - 1. Personal Behavior**

Number of Competencies: 4

Domain Description: 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.

1.2. Competency Time management	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>• Monitoring use of time to identify areas that are not effectively utilized;</li> </ul>
	(3) Effective	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>• Establishing yearly, monthly, weekly, and daily priorities and objectives;</li> <li>• Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>• Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li> <li>• Occasionally prioritizes activities unrelated to student achievement.</li> </ul>
	(1) Ineffective	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never establishing timely objectives or priorities;</li> <li>• Regularly prioritizing activities unrelated to student achievement;</li> </ul>

**Leadership Actions - 1. Personal Behavior**

Number of Competencies: 4

Domain Description: 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.

1.3. Competency Using feedback to improve student performance	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>• Identifying the most efficient means through which feedback can be generated.</li> <li>• Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>
	(3) Effective	<p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>• Actively soliciting feedback and help from all key stakeholders;</li> <li>• Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>• Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>• Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>
	(1) Ineffective	<p><b>Principal does not use feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>• Regularly avoiding or devaluing feedback;</li> <li>• Rarely or never applying feedback to shape priorities.</li> </ul>

**Leadership Actions - 1. Personal Behavior**

Number of Competencies: 4

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1.4. Competency Initiative and persistence	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Exceeding typical expectations to accomplish ambitious goals;</li> <li>• Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;</li> <li>• 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.</li> </ul>
	(3) Effective	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>• Consistently achieving expected goals;</li> <li>• Taking on voluntary responsibilities that contribute to school success;</li> <li>• Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;</li> <li>• Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>• Achieving most, but not all expected goals;</li> <li>• Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>• Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;</li> <li>• Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>
	(1) Ineffective	<p><b>Principal does not display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never achieving expected goals;</li> <li>• Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>• Rarely or never taking risks to support students in achieving results;</li> <li>• Never seeking out potential partnerships.</li> </ul>

## Teacher Effectiveness - 2. Instructional Leadership

Number of

Competencies: 3

Domain Description: 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.

2.1. Competency Mission and vision	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Defining long, medium, and short-term application of the vision and/or mission;</li> <li>• Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>• Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>• 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.</li> </ul>
	(3) Effective	<p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>• Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>• Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>• Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>• 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.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>• Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>• Making significant key decisions without alignment to the vision and/or mission;</li> <li>• 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.</li> </ul>
	(1) Ineffective	<p><b>Principal does not support a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>• Failing to adopt a school-wide instructional vision and/or mission;</li> <li>• Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>• Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</li> </ul>

**Teacher Effectiveness - 2. Instructional Leadership**

Number of

Competencies: 3

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2.2. Competency Classroom observations	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Monitoring the impact of feedback provided to teachers.</li> </ul>
	(3) Effective	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>• Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>• Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>• Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>• Occasionally visiting teachers to observe instruction;</li> <li>• Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>• Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>
	(1) Ineffective	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never visiting teachers to observe instruction;</li> <li>• Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>• Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>

## Teacher Effectiveness - 2. Instructional Leadership

Number of

Competencies: 3

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2.3. Competency Teacher collaboration	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>• Tracking best collaborative practices to solve specific challenges;</li> <li>• Holding collaborating teams accountable for their results.</li> </ul>
	(3) Effective	<p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>• Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>• Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>• Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>• Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>• Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>• Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>
	(1) Ineffective	<p><b>Principal does not support teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>• Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>• Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>• Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul>

**Leadership Actions - 2. Building Relationships**

Number of

Competencies: 3

Domain Description: 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.

2.1. Competency Culture of urgency	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>
	(3) Effective	<p><b>Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>• Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>• Leading a relentless pursuit of these expectations.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>• Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>• Occasionally leading a pursuit of these expectations.</li> </ul>
	(1) Ineffective	<p><b>Principal does not create an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>• Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>• Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>

**Leadership Actions - 2. Building Relationships**

Number of

Competencies: 3

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2.2. Competency Communication	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• To the extent possible, messaging key concepts in real time;</li> <li>• Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>• Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul>
	(3) Effective	<p><b>Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>• Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>• Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>• Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>• Messaging most, but not all, key concepts;</li> <li>• Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>• Utilizing a limited number of means and approaches to communication.</li> </ul>
	(1) Ineffective	<p><b>Principal <u>does not</u> skillfully and clearly communicate by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never messaging key concepts;</li> <li>• Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>• Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul>

## Leadership Actions - 2. Building Relationships

Number of

Competencies: 3

Domain Description: 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.

2.3. Competency Forging consensus for change and improvement	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Guides others through change and addresses resistance to that change;</li> <li>• Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>• Creates cultural changes that reflect and support building a consensus for change.</li> </ul>
	(3) Effective	<p><b>Principal creates a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>• Using effective strategies to work toward a consensus for change and improvement;</li> <li>• Systematically managing and monitoring change processes;</li> <li>• Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal creates a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>• Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>• Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>• Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul>
	(1) Ineffective	<p><b>Principal <u>does not</u> create a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>• Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>• Rarely or never managing or developing a process for change and/or improvement;</li> <li>• Rarely or never seeking out feedback or securing cooperation - making unilateral, arbitrary decisions.</li> </ul>

<b>Teacher Effectiveness - 3. Leading Indicators of Student Learning</b>		Number of Competencies: 3
<p>Domain Description: 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.</p>		
<p>3.1. Competency Planning and Developing Student Learning Objectives</p>	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>• Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>• Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>• Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>• Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>
	(3) Effective	<p><b>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>• Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>• Collaborating with teachers to identify standards or skills to be assessed;</li> <li>• Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>• Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>• Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>• Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>• Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal supports the creation of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>• Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>• Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>• Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>• Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>• Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>
	(1) Ineffective	<p><b>Principal does not support the creation of Student Learning Objectives by:</b></p> <ul style="list-style-type: none"> <li>• Failing to organize/provide opportunities for teacher collaboration;</li> <li>• Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>• Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>

**Teacher Effectiveness - 3. Leading Indicators of Student Learning** Number of Competencies: 3

Domain Description: 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.

3.2. Competency Rigorous Student Learning Objectives	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>• 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.</li> </ul>
	(3) Effective	<p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring teachers' SLOs define desired outcomes;</li> <li>• Ensuring assessments used correspond to the appropriate state content standards;</li> <li>• Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>• Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> <li>• Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>• Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>• Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>• Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul>
	(1) Ineffective	<p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>• Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>• Failing to assess baseline knowledge of students;</li> <li>• Failing to select assessments that are appropriately aligned to content standards.</li> </ul>

**Teacher Effectiveness - 3. Leading Indicators of Student Learning** Number of Competencies: 3

Domain Description: 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.

3.3. Competency Instructional time	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>
	(3) Effective	<p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>• Removing all sources of distractions of instructional time;</li> <li>• Promoting the sanctity of instructional time;</li> <li>• Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>• Removing major sources of distractions of instructional time;</li> <li>• Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>• Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>
	(1) Ineffective	<p><b>Principal does not support instructional time by:</b></p> <ul style="list-style-type: none"> <li>• Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>• Rarely or never promoting the sanctity of instructional time;</li> <li>• Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>

<b>Leadership Actions - 3. Culture of Achievement</b>		Number of Competencies: 3
<p>Domain Description: 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.</p>		
<p>3.1. Competency High expectations</p>	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li> <li>• Benchmarking expectations to the performance of the state's highest performing schools;</li> <li>• Creating systems and approaches to monitor the level of academic and behavior expectations;</li> <li>• Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li> </ul>
	(3) Effective	<p><b>Principal creates and supports high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>• Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li> <li>• Empowering students to set high and demanding expectations for themselves;</li> <li>• Ensuring that students are consistently learning, respectful, and on task;</li> <li>• Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li> <li>• Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal creates and supports high academic and behavioral expectations by:</b></p> <ul style="list-style-type: none"> <li>• Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li> <li>• Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li> </ul>
	(1) Ineffective	<p><b>Principal does not create or support high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>• Accepting poor academic performance and/or student behavior;</li> <li>• Failing to set high expectations or sets unrealistic or unattainable goals.</li> </ul>

**Leadership Actions - 3. Culture of Achievement**

Number of

Competencies: 3

Domain Description: 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.

3.2. Competency Academic rigor	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>
	(3) Effective	<p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>• Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>• Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li> <li>• Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>
	(1) Ineffective	<p><b>Principal has not established academic rigor by:</b></p> <ul style="list-style-type: none"> <li>• Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>• Consistently sets and abandons ambitious academic goals.</li> </ul>
3.3. Competency Data usage in teams	(4) Highly Effective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>• Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>• Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>
	(3) Effective	<p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>• Orchestrating frequent and timely team collaboration for data analysis;</li> <li>• Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>
	(2) Improvement Necessary	<p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>• Occasionally supporting and/or orchestrating team collaboration for data analysis;</li> <li>• Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul>
	(1) Ineffective	<p><b>Principal does not utilize data by:</b></p> <ul style="list-style-type: none"> <li>• Rarely or never organizing efforts to analyze data;</li> <li>• Rarely or never applying data analysis to develop action plans.</li> </ul>

# Center Grove Community School Corporation Assistant Superintendent and Central Office Directors

Name \_\_\_\_\_ Building/Department \_\_\_\_\_

<b>Leadership</b>				
<b>The administrator leads and manages department by effectively hiring, supervising and evaluating staff in a timely and productive manner.</b>				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The administrator effectively leads and manages department.	The administrator consistently leads and manages department and builds capacity in others.	The administrator consistently leads and manages department.	The administrator occasionally manages and leads department.	The administrator rarely manages or leads department.
The administrator effectively recruits, hires, assigns and retains staff who are service oriented.	The administrator consistently recruits, hires, assigns and retains staff who are service oriented.	The administrator usually recruits, hires, assigns and retains staff who are service oriented.	The administrator occasionally recruits, hires, assigns and retains staff who are service oriented.	The administrator rarely recruits, hires, assigns and retains staff who are service oriented.
The administrator effectively evaluates staff in a timely manner.	The administrator consistently evaluates staff on time and offers areas of growth and improvement.	The administrator consistently evaluates staff.	The administrator evaluates staff but not always in a timely manner.	The administrator does not evaluate staff in a timely manner.
The administrator meets deadlines.	The administrator always meets deadlines.	The administrator meets most deadlines.	The administrator is late more than on time for deadlines.	The administrator rarely meets deadlines.
The administrator plans and executes professional development opportunities.	The administrator consistently plans and executes department based professional development opportunities and builds capacity in others.	The administrator consistently plans and executes department based professional development.	The administrator occasionally plans and executes department based professional development.	The administrator rarely plans or executes department based professional development.

<b>Interpersonal Skills</b>				
<b>The administrator motivates staff creating a positive working and learning environment.</b>				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The administrator positively motivates staff.	The administrator consistently motivates staff in positive ways.	The administrator usually motivates staff in positive ways.	The administrator occasionally motivates staff in positive ways.	The administrator rarely motivates staff in positive ways.
The administrator creates a positive working and learning environment.	The administrator consistently creates a positive working and learning environment.	The administrator creates a positive working and learning environment.	The administrator occasionally creates a positive working and learning environment.	The administrator rarely creates a positive working and learning environment.
The administrator uses sensitivity, tactfulness and integrity when working with others.	The administrator consistently uses sensitivity, tactfulness and integrity when working with others.	The administrator uses sensitivity, tactfulness and integrity when working with others.	The administrator occasionally uses sensitivity, tactfulness and integrity when working with others.	The administrator rarely uses sensitivity, tactfulness and integrity when working with others.

<b>Problem Solving Ability</b>				
<b>The administrator anticipates and solves problems while effectively facilitating necessary change.</b>				
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The administrator anticipates and solves problems.	The administrator consistently anticipates and solves problems and builds the capacity in others.	The administrator anticipates and solves problems.	The administrator reacts to and solves problems.	The administrator mostly reacts to and rarely solves problems.
The administrator builds consensus prior to implementing change.	The administrator consistently builds consensus with all stakeholders prior to implementing change.	The administrator builds consensus with most stakeholders prior to implementing change.	The administrator builds consensus but not with a majority of stakeholders prior to implementing change.	The administrator rarely builds consensus prior to implementing change.

<b>Communication Skills</b>				
<b>The administrator effectively communicates and interacts with the administrative team, staff, and building level administrators.</b>				
<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>The administrator effectively communicates and interacts with the administrative team.</b>	The administrator consistently and effectively communicates and interacts with the administrative team contributing to discussions.	The administrator consistently and effectively communicates and interacts with the administrative team.	The administrator occasionally communicates and interacts with the administrative team.	The administrator rarely communicates or interacts with the administrative team.
<b>The administrator effectively communicates and interacts with staff.</b>	The administrator consistently and effectively communicates and interacts with staff using active listening skills.	The administrator consistently and effectively communicates and interacts with staff.	The administrator occasionally communicates and interacts with staff.	The administrator rarely communicates or interacts with staff.
<b>The administrator effectively communicates and interacts with building level administrators.</b>	The administrator consistently and effectively communicates and interacts with building level administrators using active listening skills.	The administrator consistently and effectively communicates and interacts with building level administrators.	The administrator occasionally communicates and interacts with building level administrators.	The administrator rarely communicates or interacts with building level administrators.

<b>Administrative Performance</b>				
<b>The administrator supports the corporation mission and vision by coordinating and prioritizing department needs with the larger corporation needs.</b>				
<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>The administrator supports the corporation mission and vision.</b>	The administrator consistently supports the corporation mission and vision which drives decisions.	The administrator supports the corporation mission and vision.	The administrator occasionally supports the corporation mission and vision.	The administrator rarely supports the corporation mission and vision.
<b>The administrator coordinates and prioritizes department needs with the larger corporation needs.</b>	The administrator consistently coordinates and prioritizes department needs with the larger corporation needs.	The administrator coordinates and prioritizes department needs with the larger corporation needs.	The administrator occasionally coordinates and prioritizes department needs with the larger corporation needs.	The administrator rarely coordinates or prioritizes department needs with the larger corporation needs.
<b>The administrator organizes and manages time toward department level event or project completion.</b>	The administrator consistently organizes and manages time toward department level event or project completion.	The administrator organizes and manages time toward department level event or project completion.	The administrator occasionally organizes and manages time toward department level event or project completion.	The administrator rarely organizes or manages time toward department level event or project completion.
<b>The administrator is dependable, creative and willing to assume additional responsibilities when requested.</b>	The administrator is consistently dependable, creative and seeks out additional responsibilities.	The administrator is dependable, creative and willing to assume additional responsibilities when requested.	The administrator is occasionally dependable, creative, and willing to assume additional responsibilities when requested.	The administrator is rarely dependable, creative or willing to assume additional responsibilities when requested.

**Final Rating:** \_\_\_\_\_

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
4.0	3.5	2.5	1.75
			1.0

ADMINISTRATOR \_\_\_\_\_ DATE \_\_\_\_\_

SUPERINTENDENT or DESIGNEE \_\_\_\_\_ DATE \_\_\_\_\_

***EVALUATION PLAN FOR:  
RICHARD A. ARKANOFF  
SUPERINTENDENT OF SCHOOLS  
CENTER GROVE COMMUNITY  
SCHOOL CORPORATION***

***ADOPTED BY THE CENTER GROVE BOARD OF  
SCHOOL TRUSTEES***

***ON***

***AUGUST 20, 2012***

# Center Grove Board of School Trustees District Goals

Adopted 5/21/12

## **DG 1 Student Achievement**

The Center Grove School Board will provide an appropriate academic program that is transferable to life for all students. The Board will work to support and enhance excellence in academic programs and the academic environment to encourage high achievement for all Center Grove students.

## **DG 2 Collaboration/Openness/Communication**

The Center Grove School Board will perform its work in an open manner and provide appropriate opportunities for community collaboration, resolutions of questions, and input on Board issues.

## **DG 3 Finance**

The Center Grove School Board will maintain fiduciary responsibility in all matters regarding the corporation. The Board will maintain a 4 percent cash balance.

## **DG 4 District Leadership**

The Center Grove School Board will provide stability and consistency in Corporation leadership with the Superintendent's position and will support long-term educational district leadership positions.

## Superintendent Goals

### 2011- 12 School Year

#### **Goal 1: Develop Positive Board/Superintendent Relations**

*"The quality of your life is the quality of your relationships".*

*- Anthony Robbins*

- 1.1 To know the operational beliefs of the Board of Education and how they correlate with the policies that have been created for the district.
- 1.2 Establish a clear understanding of roles, responsibilities, expectations, and systems of mutual accountability. I will expect to be held accountable through board goals.
- 1.3 Develop consistent forms of communication with the board, not only by email and phone calls, but also with a weekly newsletter called "Friday Facts"; to inform the board of significant operational events of the week.
- 1.4 Schedule individual meetings with each Board member to begin developing relationships and trust with the board.
- 1.5 The Board of Education will be asked to commit time for bonding activities that will build relationships and trust with the superintendent. A retreat will be scheduled to prioritize and set goals.

#### **Goal 2: Interview Key Stakeholders**

*"You must maintain unwavering faith that you can and will prevail in the end, regardless of the difficulties, AND at the same time, have the discipline to confront the most brutal facts of your current reality, whatever they might be "*

*-Jim Collins*

- 2.1 Identify key stakeholders: teachers, site principals, parents, students, parent-teacher organizations, central office staff, civic clubs, chamber of commerce, city council, mayor and faith-based groups.
- 2.2 Survey the faculty and staff to find out the current reality of the organization. This process will be the first step in moving the organization forward.
- 2.3 Talk to teachers and the local education association leadership. Listening to these groups will give me insight into the pressing issues that need to be addressed first.
- 2.4 Talk to students and student groups. This is often left out of the evaluation process, but I will make sure that students are heard.
- 2.5 Identify the key leaders in the community and set up meetings to hear their concerns and recommendations.
- 2.6 Develop the public trust and confidence in the superintendent through open, honest communication and positive relationships.

## 2012- 13 School Year

### **Goal 1: Review of Student Achievement and Programs**

*"One of the great mistakes is to judge policies and programs by their intentions rather than their results"*  
-Milton Friedman

- 1.1 Review the corporation mission and vision and all student achievement data. This will include all instructional data such as curriculum guides, benchmark assessments, and state achievement data.
- 1.2 Review the school improvement plans to ensure these are consistent with the corporation mission and vision.
- 1.3 Identify those schools that are not performing well to understand the reasons for their low-test scores.
- 1.4 Request the executive leadership team in the instructional division provide an analysis of programs in their respective areas. This includes the, Director of Curriculum, Director of Special Services and the Coordinators.
- 1.5 All student programs and grant-funded projects will be reviewed to understand their functionality, capacity, and the current philosophy of title programs.
- 1.6 Review with internal staff and other key informants the perceived successes and failures of the current student programs.

### **Goal 2: Review Current Data and Evaluate Programs**

*"True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information"*  
-Winston Churchill

- 2.1 Utilize financial and personnel data in order to understand the current reality of the district.
- 2.2 Seek a detailed evaluation by the executive leadership team members in the business and finance areas. This includes the Chief Financial Officer, Director of Human Resources, Purchasing and Payroll Staff.
- 2.3 Review all financial logs and records including the general fund, building fund, and bond fund. Review the ending fund balance to determine stability.
- 2.4 Ensure the district is following state law and board policy in the areas of hiring, purchasing, and competitive bidding. Review all bond funds to ensure that funds are being spent on the projects advertised in the previous bond issues.
- 2.5 Review the internal controls to ensure the district is being fiscally responsible.
- 2.6 Review all critical documents such as organizational charts, employee handbooks, employee negotiated agreements, etc.

**Goal 3: Review of Technology, Operations and Support Functions**

*“The most serious mistakes are not being made as a result of wrong answers. The truly dangerous thing is asking the wrong question”*

*-Peter Drucker*

- 3.1 Review the support functions: technology services, transportation services, child nutrition, custodial, and maintenance services.
- 3.2 Request the executive leadership team members of the support division provide an analysis of programs in their respective areas. This includes the Director of Technology, Director of Transportation, and Director of Maintenance.
- 3.3 Review the infrastructure of the technology services. Analyze the number of computers-to-student ratios and where the computers are being used.
- 3.4 Determine if there is a focused effort for using technology as a tool in the classroom. Do teachers receive appropriate professional development for technology? Do teachers receive the proper hardware and software for the classroom?
- 3.5 Review transportation services to ensure that safety and student needs are being met. Analyze how child nutrition is being delivered to students, making sure all federal school lunch regulations are being followed. Identify how maintenance and custodial services are delivered across the district.

**Superintendent Metric Percentage**

Metrics for the superintendent’s evaluation: 50% assessment instrument; 25% corporation accountability; and 25% goals/objectives.

<b>Metrics Percentages</b>	
for school year:	<input type="text"/>
Date Established	8/20/2012
Assessment Instrument	50%
Corporation Accountability Grade	25%
Goals / Objectives	25%
Total =	100%

**Superintendent Evaluation Timeline**

August 20, 2012	Board will select rubric, tool, timeline, and set percentages for metrics. Board will also accept Superintendent's goals for the evaluation tool.
September 17	Board President distributes evaluation form via email.
September 24	Evaluation forms returned to Board President via email with cc's to all board members. Board President enters data into spreadsheet provided by ISBA and IAPSS; copy of spreadsheet sent to all board members.
October 3	Executive Session – Board meets to finalize evaluation and prepare it for review with the Superintendent
October 5	Board President and Vice President present evaluation to Superintendent
October 15	Executive Session – Superintendent will review evaluation with entire school board. Evaluation will be filed after this meeting.

## ISBA/IAPSS Indiana Superintendent Evaluation Rubric

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.</b>					
1.1	<p><b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b></p>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator’s effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator’s effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	<p><b>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</b></p>	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual administrator needs.</p>
1.3	<p><b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b></p>	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent’s direction are unable or unwilling to assume added responsibilities.</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
1.4	<b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
1.5	<b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</b>					
2.1	<p><b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b></p>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>
2.2	<p><b>The superintendent demonstrates evidence of student improvement through student achievement results.</b></p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
2.3	<b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.</b>					
3.1	<b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	<b>The superintendent organizes time and projects for effective leadership.</b>	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.  The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent.  Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.  The impact of changes is rarely documented.	Project management is haphazard or absent.  There is little or no evidence of lists of milestones and deadlines.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</b>					
4.1	<p><b>The superintendent demonstrates effective communication with parents and community.</b></p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<p><b>The superintendent forges consensus for change and improvement throughout the school corporation.</b></p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
4.3	<b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b>	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.
4.4	<b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b>	The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members when needed.	The superintendent has little communication with the school board outside of meetings.
4.5	<b>The superintendent encourages open communication and dialogue with school board members.</b>	<p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.	The superintendent rarely seeks input from the school board and tends to make unilateral decisions.
4.6	<b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>	The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.</b>					
5.1	<p><b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b></p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools’ strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student’s academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools’ strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student’s academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student’s academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student’s academic, social, emotional, and behavioral needs.</p>
5.2	<p><b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b></p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
5.3	<b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4	<b>The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b>	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.</b>					
6.1	<p><b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b></p>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>
6.2	<p><b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b></p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3	<b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p>
6.4	<b>The superintendent provides responsible fiscal stewardship.</b>	<p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>	<p>The superintendent has little proficiency in sound budgetary practices.</p>
6.5	<b>The superintendent demonstrates compliance with legal requirements.</b>	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>	<p>The superintendent is unaware of the legal standards and board policy requirements.</p>

## Superintendent Evaluation Summary

School Corporation <input style="width: 90%;" type="text"/>	Date <input style="width: 80%;" type="text"/>	Composite Score <input style="width: 95%;" type="text"/>
Number of Board Members <input style="width: 90%;" type="text"/>		

**1.0 Human Capital Manager** – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard Score

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
1.1													
1.2													
1.3													
1.4													
1.5													

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

Standard Score

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
2.1													
2.2													
2.3													

**3.0 Personal Behavior** – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

Standard Score

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
3.1													
3.2													

**4.0 Building Relationships** – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard Score

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
4.1													
4.2													
4.3													
4.4													
4.5													
4.6													

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

Standard Score

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
5.1													
5.2													
5.3													
5.4													

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

Standard Score

Board Members

Indicator	1	2	3	4	5	6	7	8	9	10	11	12	Indicator Score
6.1													
6.2													
6.3													
6.4													
6.5													



# Professional Development



## Wednesday ER Schedule

August	3	Discuss building goals, reading plans, ER plans, technology plans, Common Core district maps, summer Task Force work, etc.
	4	TES: On-line Self-Assessment on rubric plus PD Topics ranking – Timed and ready to send out Wednesday 8/15 for your ER time. If you would like to meet as a group ahead of time, feel free to use the Guideline sheet I already gave you or parts of the PPT to show the entire process and then dismiss to their rooms to work on-line.
September	1	Building
	2	Building
	3	TES: Classroom Walk-throughs – what to expect
	4	TES: Setting GAP goals
October	1	Building
	2	Diversity – Establish staff comfort levels with language, religion, cultural, socio-economic
	3	Building
	4	TES: Classroom Walk-throughs – Part 2
	5	TES: Using Data to Drive Instruction/What does our first quarter data tell us?
November	1	TES: Higher Level Questioning... Bloom's
	2	Building
	3	Building
	4	TES: Teacher Evidence and Using Data
December	1	TES: High Yield Strategies
	2	Building
	3	Building
	1	Building
	2	Student Diversity-creating an environment of respect in your Building

<b>January</b>	<b>3</b>	Building
	<b>4</b>	TES: Levels of Engagement
<b>February</b>	<b>1</b>	Building
	<b>2</b>	Building
	<b>3</b>	Building
	<b>4</b>	TES: How do I develop a classroom environment that supports literacy in my content area?
<b>March</b>	<b>1</b>	Building
	<b>2</b>	Building
	<b>3</b>	Building
	<b>4</b>	TES: Evidence reports-What do I turn in to my administrator?
<b>April</b>	<b>1</b>	Building AND review ISTEP security and ethics protocol
	<b>2</b>	Building
	<b>3</b>	TES: Conferencing- what to expect for your Teacher Evaluation Conference
<b>May</b>	<b>1</b>	Building
	<b>2</b>	Building
	<b>3</b>	What changes need to be made to district curriculum maps in order to prepare for Common Core? What summer work needs to be completed?
	<b>4</b>	Building CELEBRATIONS – Thanking teachers for everything they have done

## Professional Development Opportunities Menu...

- **Individual Coaching...**Coaching cycle with individual teachers or teacher teams who want to improve their own pedagogy including beginning teachers or those put on administrative professional growth plans. A coaching request form, similar to the technology work order, is in the works that will be readily accessible to teachers online.
- **The 10 Minute Drive By...**A mandatory, scheduled visit for all certified staff with an instructional coach to assist in writing of GAPs, assess individual needs, and establish first contacts with coaches to encourage more individual coaching.
- **Think Tac Grow...**A differentiated approach to a personalized professional growth plan—a sample is on the reverse. This could be tweaked to include more specific, building-based activities to support building and/or district initiatives or school improvement plans.
- **Strategies-to-Go Dine and Dish at Breakfast/Lunch/After School...**Back by popular demand based on survey feedback from last year, this offering is designed to be a quick, convenient way to get ideas/ mini-lessons to take back to the classroom for immediate use. Topics can be tailored to individual buildings' needs and teachers' wants, and are designed with primary, intermediate, and secondary teachers in mind. Literacy, DI, the 90 minute reading block, and shifting to the Common Core are just a few topics covered in the past.
- **Book Study PLCs...**Establish groups of teachers/staff who share a common interest or need, find recently published professional books to do a group study, and hold each other accountable for new learning to implement in the classroom.
- **Tier 2 Model...**For secondary teachers, this takes professional development to a deeper level. Cohort groups of teachers who share common interests or needs meet quarterly for professional development including guest presenters, book study, and discussion. All members participate in a coaching cycle with an instructional coach, too. Two to four half days of release time are required per person depending on the availability of sub days in each building. College credit and/or PGPs are available.
- **After school, "Just in Time" Trainings...**These are offerings of the district administrators on such topics as "Using Acuity or SRI Data to Inform Instruction", "Accessing and Interpreting AIMSweb Reports" and other timely topics that teachers potentially will experience at some time in the year. Various CG staff present, and online sign-up is required. PGPs are offered for attendees.
- **Online Videos/Powerpoints...**It is our hope to establish a PD Library accessible on the district website for teachers. We plan to share other means of district PD to those who couldn't attend when it was offered by videotaping presentations all year. Follow-up questions/discussion questions would be required for accountability.
- **Professional Growth ERs...**Building principals would dedicate one building ER day a month to teachers to work on their own on work related to their GAPs and improving areas of weakness in the new Teacher Evaluation System. These sessions could include work on building-level initiatives, analyzing data and student work, transitioning to the Common Core, etc...The teachers would be held accountable for their work by documenting use of time, exit slips, producing an artifact, etc...



## Professional Development Plan For Teachers Rated Improvement Necessary or Ineffective

**Goal:**

*Working with your administrator and using data from your Classroom Walkthroughs, Observations, and Teacher Evaluation Rubric, identify a professional growth goal. Be sure to specifically align your goal with the Teacher Evaluation Rubric.*

<p><b>Action Steps:</b> <i>Include specific and measurable steps you will take to improve in this area.</i></p>	<p><b>Benchmarks and Data:</b> <i>Set benchmarks to assess your progress every 30 days (for a total of 90 days maximum). Include supportive data you will use to ensure progress at each benchmark.</i></p>	<p><b>Evidence:</b> <i>How will you know when your goal has been met?</i></p>
<p><b>Action Step 1:</b></p>	<p>Benchmark: ___/___/___ Supportive Data:</p> <p>Benchmark: ___/___/___ Supportive Data:</p> <p>Benchmark: ___/___/___ Supportive Data:</p>	<p><b>Evidence:</b></p>
<p><b>Action Step 2:</b></p>	<p>Benchmark: ___/___/___ Supportive Data:</p> <p>Benchmark: ___/___/___ Supportive Data:</p> <p>Benchmark: ___/___/___ Supportive Data:</p>	<p><b>Evidence:</b></p>

**Using the same format above, additional goals may be added as identified and required by the building administrator due to an Improvement Necessary or Ineffective rating.**



## Center Grove Community School Corporation Professional Growth Experiences

Option	Required Verification	Criteria or Limits
*Attend Professional Conference or Workshop	Certificate of Attendance	No limit
Presenter at Professional Conference or Workshop	Certificate or Copy of Program as Presenter	No limit Log preparation and presentation time
Develop Corporation Curriculum	Sign off by Curriculum Department at time of event	No limit Must serve on a corporation committee
Serve on AdvanceEd Steering Committee during visit year	Sign off by Building Administrator at time of event	Chair – 30 points maximum Member – 10 points maximum
Serve on School Improvement Committee during subsequent years	Sign off by Building Administrator at time of event	Chair – 15 points maximum Member – 5 points maximum
*Earn National Board Certification	Certificate of Completion	90 points
Publish Educational Article	Copy of Publication	10 points per article
*Earn College Credit beyond Bachelor's Degree	Official transcripts	No limit Must be received from an accredited college or university 1 credit hour = 15 points
Mentor New Teacher, School Services or Administrator	Sign off by Director of Human Resources at end of the mentoring year	30 points per year
Supervise Student Teacher	Certificate/Letter from University/College	20 points per semester
Supervise Undergraduate Field Experience/Practicum	Certificate/Letter from University/College	5 points per year
*Other – professional growth experience that improves curriculum knowledge, instructional skills, classroom management skills, or any other professional growth experiences	Sign off by Administrator at time of event	10 points per year

**\*Indicates areas for teachers with Improvement Necessary and Ineffective ratings to include required Professional Development goals into Professional Growth Plans for license renewals.**



## Written Request for Private Conference

Indiana Code 20-28-11.5-6(c) states the following:

*A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or the superintendent's designee.*

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### Teacher section:

Today's date: \_\_\_\_\_

Your name: \_\_\_\_\_

Your building: \_\_\_\_\_

Date ineffective rating was received in writing: \_\_\_\_\_

I am requesting a private conference with the superintendent or the superintendent's designee.

Teacher's signature: \_\_\_\_\_

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### Superintendent (or designee) section: (check one option)

Private conference granted  
Date of private conference: \_\_\_\_\_

Private conference not granted  
Reason: \_\_\_\_\_

Superintendent's (or designee's) signature: \_\_\_\_\_



## Procedures to Ensure Students Do Not Receive Instruction from Ineffective Teachers Two Years in Row

Indiana Code 20-28-11.5-7(a -b) states the following:

### *Section 7*

*(a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.*

*(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.*

In order to comply with IC cited above, the following procedures will be followed:

- Step 1: The principal will have a list of building level teachers with ineffective ratings at the end of the 2012 – 2013 school year.
- Step 2: Prior to assigning schedules, subjects or grade levels to building level teachers with ineffective ratings for the 2013 – 2014 school year, the principal will carefully and thoroughly evaluate all scheduling parameters including subjects, grade levels and course requirements.
- Step 3: The principal will insure that students who had a teacher with an ineffective rating in 2012 – 2013 are not placed with a teacher with an ineffective rating in the 2013 – 2014 school year.
- Step 4: Principals will work with the Director of Human Resources to determine proper licensing of teachers with an ineffective rating prior to making subject or grade level changes in assignment.
- Step 5: Each year, the Highly Qualified status of teachers with an ineffective rating will be verified each year with the Director of Human Resources.



Dear Parent(s)/Guardian(s) of \_\_\_\_\_ (student's name),

As you may be aware, recent legislation was passed regarding teacher ratings as it relates to the instruction of your child. The specific law is Indiana Code 20-28-11.5. A copy of the code is attached for your review.

As instructed by law, the school corporation must notify you if your child will be placed in a classroom of a teacher who has been rated ineffective for the previous year. Due to your child's schedule and course selection, your teacher will be placed in this type of classroom for the upcoming school year.

The building principal has already started working with the teacher on a professional growth plan to be sure that the areas of instruction that need improvement are being addressed quickly and effectively. Please know that we are supporting your child's teacher, and we will closely monitor the teacher's progress throughout the year.

If you have any questions regarding this correspondence, please feel free to contact your child's principal immediately.

We look forward to working with you this year!

Best regards,

Richard Arkanoff  
Superintendent