



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.

School Corporation Name	NORTHWESTERN SCHOOL CORPORATION		
School Corporation Number	3470		
Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
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	23

Objective Measures of Student Achievement and Growth

Requirements	Statute	Examples of Relevant Information	Reference Page Number
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	6
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	6
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	6
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	Teacher – 6 Principals – 93 Supt - 107

Rigorous Measures of Effectiveness

Requirements	Statute	Examples of Relevant Information	Reference Page Number
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"> • Teacher • Other Certificated Staff • Principals • District-Level Certificated Staff Other measures used for evaluations	Teachers- 56 Counselor – 66 Librarian – 73 Principal – 97 Supt - 108

Designation in Rating Category			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
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	Teacher – 14 Principal – 93 Supt - 107
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	24
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	Teacher – 61 Principal – 91 Supt - 107

Evaluation Feedback			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
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	18

Evaluators			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
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	24

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	N/A
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	24

Feedback and Remediation Plans			
Requirements	Statute	Examples of Relevant Information	Reference Page Number
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	49
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	18
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	24
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	24

Instruction Delivered by Teachers Rated Ineffective

Requirements	Statute	Examples of Relevant Information	Reference Page Number
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	24
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	24



NORTHWESTERN SCHOOL CORPORATION
PROFESSIONAL EVALUATION SYSTEM

April 2012

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“EFFECTIVE CLASSROOM INSTRUCTION IS THE ESSENCE OF PUBLIC EDUCATION AND THE RESPONSIBILITY OF TEACHERS, ADMINISTRATORS, AND THE SCHOOL BOARD OF NORTHWESTERN SCHOOL CORPORATION.”

The evaluation of certified staff in the Northwestern School Corporation has historically been a joint process conducted through a cooperative, collaborative effort of teachers and administrators toward the improvement of instruction. The Northwestern Board of School Trustees has delegated the responsibility of the evaluation of professional staff as stated in NEOLA Policy 3220 which states as follows:

“The School Board through the powers derived from the General School Laws, is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the Superintendent the function of establishing and implementing a program of personnel assessment.”

It is the purpose of the program of staff assessment to:

- A. strive for the improvement of the total Corporation program;
- B. stress the importance of personal improvement on the part of individual professional staff members so that each student may be provided a quality education;
- C. ensure the continuous improvement of administrative and supervisory services provided to professional staff members;
- D. establish a process of continuous and systematic professional staff member evaluation.

In 2011 the Indiana General Assembly enacted I.C. 20-28-11.5 Staff Performance Evaluation which speaks to the new responsibilities of a school corporation in the area of “Staff Performance Evaluation.”

In the fall of 2011, a task force was created at Northwestern to develop a Professional Evaluation System. Members of the committee met throughout the school year to develop the new Professional Evaluation System. This committee expressed the following belief with regard to the purpose of education as it undertook this task:

Evaluation

The evaluation is the total document that informs teachers about their performance as teachers against an established set of research-based rubrics in both a formative and summative manner. Indiana state law requires that the evaluation be annual and inform the teacher with regard to his/her performance in both the instructional process and his/her ability to help the student make academic progress. At Northwestern School Corporation, data to inform the evaluator will come from two components, teacher effectiveness and multiple measures of student growth. The evaluation will consist of data gathered from multiple sources which may include but not limited to the following: observations, conferences, Indiana Growth Model scores, portfolios, journals, artifacts, and student achievement data.

Research-Based Rubric

Northwestern School Corporation has adopted the Charlotte Danielson framework for the teacher effectiveness component (Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD). In this model, levels of performance are defined as *distinguished, proficient, basic, and ineffective*. To comply with the expectations identified by the State of Indiana, those levels of performance will be defined as *Highly Effective, Effective, Improvement Necessary, and Ineffective*. The Danielson rubric paired with the State of Indiana levels of performance can be defined as follows:

Highly Effective: Teachers lead in a manner in which classrooms and schools become a community of learners with students demonstrating a high level of responsibility in the teaching and learning process.

Effective: Teachers are successful professionals and demonstrate proficiency in the teaching and learning processes.

Improvement Necessary: Teacher content knowledge and instructional skills are demonstrated inconsistently.

Ineffective: Teacher's lack of content knowledge or lack of instructional skills is harmful to the students' learning process.

Purpose of Evaluation

The purpose of the Professional Evaluation System in the Northwestern School Corporation is to create an environment that will ensure quality classroom instruction as well as enhance the professional growth for the teacher. The Professional Evaluation System should enhance quality instruction, encourage professional growth of the teacher, and improve student achievement.

Summative Assessment

Upon completion of the final evaluation report, a conference will be held with the principal and teacher in which the teacher and principal will discuss the teacher's performance in the teacher effectiveness component and the student growth component. Scores will be determined in each component. The two component scores will be combined to determine a final score which will be converted to a rating of *Highly Effective, Effective, Improvement Necessary, or Ineffective*. Additionally, through the data gathered in the Teacher Effectiveness and Student Growth domains, the teacher and principal shall develop strategies for professional development. This assessment date will provide a foundation to assist the teacher in the goal-setting process for the next school year.

Further details of the Professional Evaluation System are described in the operating principles found later in the document.

To comply with Indiana state law and to further the ultimate goal of the Northwestern School Corporation which is effectiveness in teaching and excellence in learning, the task force submits this model for the summative performance evaluation of certified staff to the Northwestern School Board of Education and the professional staff.

STANDARDS FOR EFFECTIVE EVALUATION MODELS

When the committee began work on this project, four standards served as guiding principles for the work to be completed.

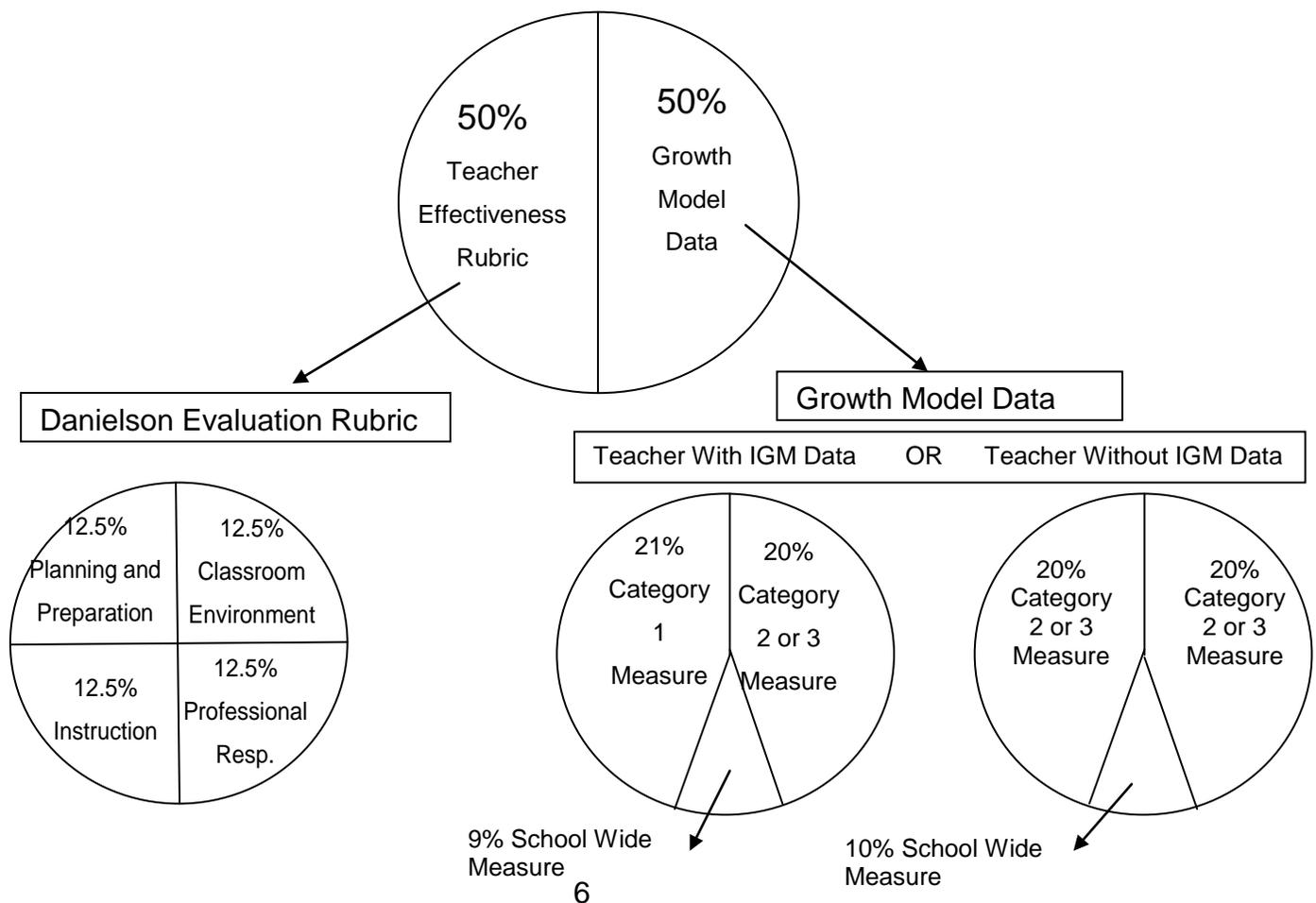
Propriety standards are aimed at safeguarding the rights of those being evaluated and evaluators.

Utility standards promote personnel evaluations that help staff members, through timely and relevant feedback, to improve their services.

Feasibility standards call for evaluation systems that are easy to implement, efficient, adequately funded, and politically viable.

Accuracy standards require evaluations to produce sound information about relevant qualifications or the performance of those being evaluated.

Professional Evaluation System



GROWTH MODEL RATING MATRIX

<p>Highly Effective</p> <p>(4)</p>	<p>More students at or above grade level at the end of the year than at the beginning</p> <p style="text-align: center;">AND</p> <p>Upward classroom trend</p>
<p>Effective</p> <p>(3)</p>	<p>No clear up or down classroom trend and More students at or above grade level at end of year or Same number of students at or above grade level at end of year</p> <p style="text-align: center;">OR</p> <p>Overall classroom downward trend and More students at or above grade level at end of year</p>
<p>Improvement Necessary</p> <p>(2)</p>	<p>No clear up or down classroom trend and Fewer students at or above grade level at end of year</p> <p style="text-align: center;">OR</p> <p>Overall downward classroom trend and Same number of students at or above grade level at end of year</p>
<p>Ineffective</p> <p>(1)</p>	<p>Overall downward classroom trend</p> <p style="text-align: center;">AND</p> <p>Fewer students at or above grade level at end of year</p>

Introduction

The purpose of the Professional Evaluation System in Northwestern School Corporation is to create a climate to ensure quality instruction and enhance professional growth. The goal of the program is to link instruction, supervision, and evaluation to staff development. The ultimate outcome should be to enhance quality instruction, encourage professional growth for the participants, and to improve student achievement.

We believe that all children can learn. We believe that teaching and teachers are the heart of the educational process and that teacher performance makes a difference in the achievement of students as well as the students' sense of fulfillment and feeling of well-being. What teachers do and how they do it play key roles in achieving this goal; therefore, teaching is the most important aspect of our purpose to educate students to their maximum potential. We recognize that teachers are also learners and need a collegial and supportive atmosphere in order to thrive.

Evaluation Purpose

The principal, as the instructional leader in the school, is responsible for providing feedback and positive support to staff members. Evaluation of staff members is constant. Staff members have different professional needs at different times in their careers. For example, new staff members may require more support and advice; they may benefit from specific observational data and analysis. Experienced professionals can benefit more from support and encouragement about research and new methodology. This support may come from administrators and/or colleagues and may take forms other than observational data. Finally, some staff members may require more intensive intervention. When intervention is necessary, staff members will have positive support as they work toward improvement.

Performance expectations of professional personnel were developed with the understanding that:

- growth and development are best achieved in an environment marked by mutual respect and trust.
- teachers are professionals and will make responsible decisions about their growth and development.
- teachers will provide a caring classroom environment for all students in an atmosphere that facilitates learning.
- reflection and analysis are essential for the professional growth of teachers and the successful practice of teaching.

The goals for the Professional Evaluation System are to:

- 1) improve the quality of instruction and performance of staff to enhance student learning as defined in the professional competencies.
- 2) provide training and support for staff, including staff new to teaching or new to Northwestern School Corporation.
- 3) create positive attitudes toward the purposes and values of evaluation and professional development.
- 4) collect reliable and varied data for making employment decisions.

DANIELSON MODEL + STUDENT GROWTH = SUMMATIVE RATING

An effective evaluation system contains the following components:

- Process for continual professional growth
- Shared definition of effective teaching
- Trained observers/evaluators
- Assistance and support to improve student learning
- Conversations about teaching and learning
- Professional inquiry/self-reflection

All of these characteristics will be found in the Northwestern School Corporation Professional Evaluation System. Through the domains, components, and elements of the *Danielson Model Framework* and by incorporating student academic growth, all of the characteristics of an effective evaluation system focus upon teacher development, improvement of instruction, and student learning. The domains of the *Charlotte Danielson Model* of professional appraisal used as a framework for Northwestern's Professional Evaluation System are 1) *Planning and Preparation*, 2) *Classroom Environment*, 3) *Instruction*, and 4) *Professional Responsibilities*.

The purpose of the Northwestern School Corporation Professional Evaluation System is to improve the instructional and learning experiences of students in the corporation's classrooms through professional growth and support. The Corporation and Association acknowledge that a year's growth for a year in school is a minimum expectation for most children. They also understand that improved growth and exceeding the minimum expectation occur when the student has grown more than a year for a year's attendance. The Northwestern School Corporation Professional Evaluation System uses grade level as a benchmark for comparing student growth. For the purpose of this document the 50th percentile defines student performance at grade level. (See Definitions and Operating Principles in Appendix E.)

Student growth is assessed by using grade level expectations and comparing student performance at the beginning and end of the year in relation to this grade-level expectation of functioning at the 50th percentile. Multiple measures will be used to identify content-area expectations that define teaching, learning, and assessment tasks. More than one assessment result should be used when reviewing documentation relative to student growth. These measures may vary across grade levels and subjects, and summative evaluation ratings will include information from more than one measure. Additionally, the Northwestern School Corporation Professional Evaluation System acknowledges that Individual Education Plan goals and objectives should be included when appropriate in assessing student growth.

The student growth ratings also acknowledge that student performance is assessed to determine whether a student is on a continuum that is defined by performing “at and above grade” or “below grade level.”

The system also acknowledges that the trend of achievement in the classroom or for the classes and students for whom a teacher is responsible is important and should be used to determine the final student growth and rating.

Extenuating circumstances of students should be discussed and documented.

Similarly, the Northwestern School Corporation Professional Evaluation System acknowledges the shared responsibility among teachers for a student who has more than one teacher significantly engaged in his/her education, e.g., special education teachers, intervention specialists, etc. These teachers share responsibility for the student’s growth and will collaboratively develop challenging standards-based goals and jointly monitor student progress. Student growth is assessed using:

- grade-level expectations,
- content-area expectations, and
- multiple measures

Student Growth and Achievement Rating

- **Highly Effective:** The teacher shall have more students at and above grade level at the end of the year than at the beginning of the year. However, in determining the performance rating, the principal and teacher shall discuss the growth of the class over the school year to ensure that a fair and accurate summative rating is given to the teacher.
- **Effective:** The teacher shall have the same number of students at and above grade level at the end of the year as at the beginning of the year. However, in determining the performance rating, the principal and teacher shall discuss the growth of the class over the school year to ensure that a fair and accurate summative rating is given to the teacher.
- **Improvement Necessary:** The teacher shall have fewer students at and above grade level at the end of the year than at the beginning of the school year. However, in determining the performance rating, the principal and teacher shall discuss the growth of the class over the school year to ensure that a fair and accurate summative rating is given to the teacher.
- **Ineffective:** The teacher shall have fewer students at and above grade level at the end of the year than at the beginning of the school year. However, in determining the performance rating, the principal and teacher shall discuss the overall downward growth trend of the class to ensure that a fair and accurate summative rating is given to the teacher.

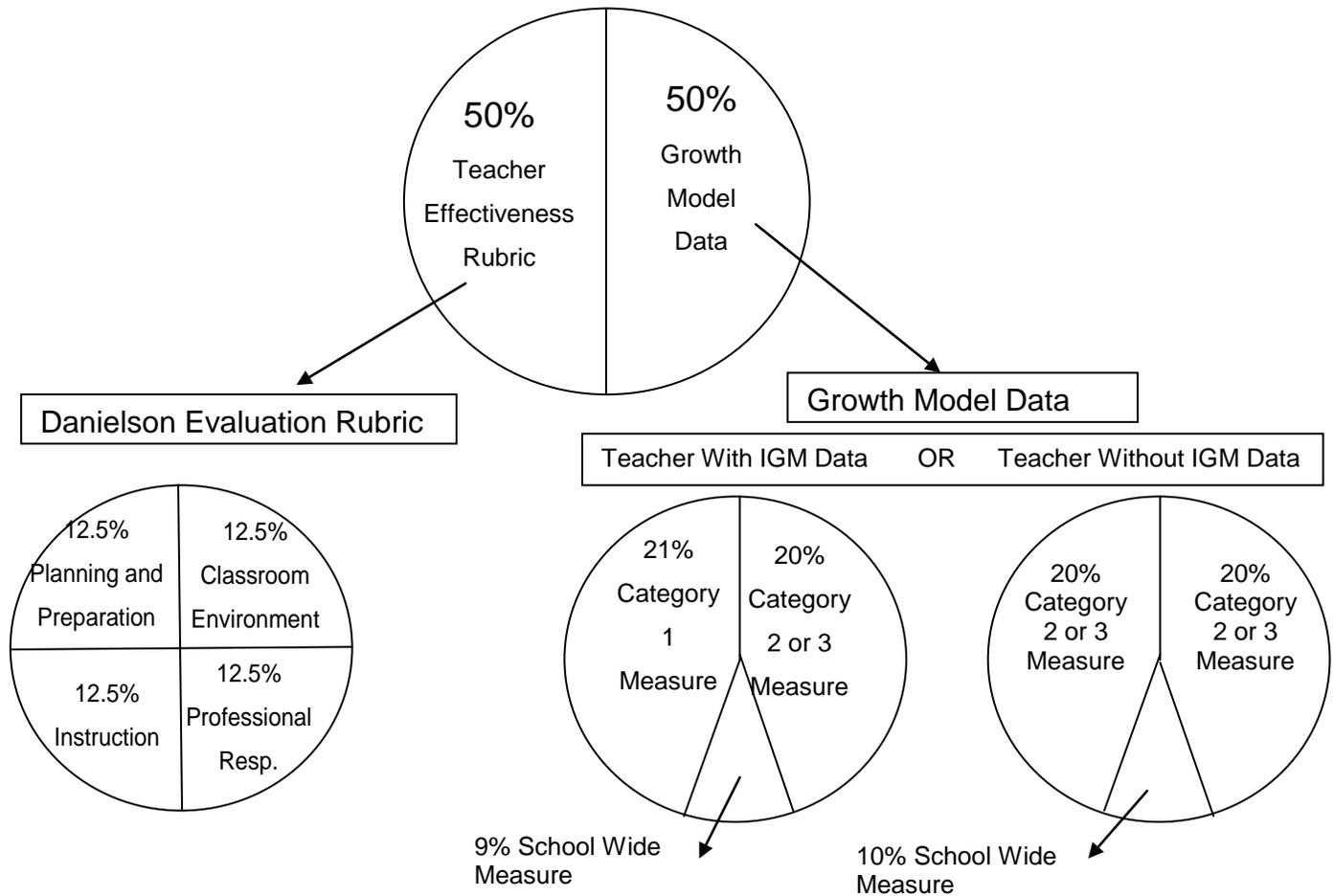
Summative Rating

A summative conference will be held at the end of the year. At this conference, the teacher and principal will discuss the teacher’s performance in the Danielson and Student Growth areas. In addition, the teacher and principal will review trend data*, extenuating circumstances, and other documentation provided by the teacher or the principal. At this time, anomalies and discrepancies should be addressed.

As a result of this review, a Danielson rating, a Student Growth rating, and a Summative rating will be determined. The Summative rating is established by combining the Danielson and Student Growth Ratings. The Summative rating will either be *Highly Effective*, *Effective*, *Improvement Necessary* or *Ineffective*.

DANIELSON + STUDENT GROWTH = SUMMATIVE RATING

Professional Evaluation System



*An upward or downward trend in student achievement can exist even though there has been no change in the numbers of students who are *at and above grade level* and *below grade level* at the end of the year when compared to the beginning of the year. The student growth trend can impact the final student growth rating. For further clarification with regard to trend see Appendix E.

STUDENT LEARNING MEASURES

“Not all teachers’ impact on student learning will be measured by the same mix of assessments, and assessments used for any given teacher group may vary from year to year.”

	Category 1	Category 2	Category 3	Category 4
Description	<p><u>State Assessments</u></p> <p>An assessment that measures the same group of students in the same manner with the same potential assessment items and is scored by a non-district entity.</p>	<p><u>Common Corporation or School Assessments</u></p> <p>A standardized assessment adopted or approved by the school district, used on a corporation-wide basis, and given by all teachers in a given grade or subject area. Scored by either the district or an external party.</p>	<p><u>Curriculum- based/Classroom-based Assessments</u></p> <p>An assessment that is rigorous, aligned with the course’s curriculum, and that the evaluator and teacher determine measures student learning. These are more subjective measures of student performance that would likely be developed and/or scored at the corporation or school-level (e.g., student performance on school or teacher-selected assessments, administrator review of student work, attainment of student learning goals that are developed and approved by both teacher and evaluator, etc.)</p>	<p><u>School-Wide Learning Measure (SWL)</u></p> <p>All teachers have a component of their evaluation score tied to a school-wide student learning measure. All teachers in the same school will receive the same rating for this measure. The teachers and principal will determine the school-wide measure to be used.</p>
	Category 1	Category 2	Category 3	Category 4
Examples: Visual Arts	<p>Advanced Placement Art History Advanced Placement Studio Art International Baccalaureate (IB) Visual Arts Scholastic Young Artists and Writers Awards</p>		<p>Student Portfolios with Rubric Pre and Post Production Assessments Teacher Observations/ Standards Checklist of Student Content Knowledge Public Art Exhibit with Rubric Written exam/End of Course Assessment</p>	
Examples: Music	<p>Indiana State Music Association Contests and Festivals</p>	<p>Technology- Driven Measurements (ex. Smart Music)</p>	<p>Pre- and Post - Assessments Singing/Playing Assessments Sight Reading Assessments Auditions for Groups Student Portfolios with Rubric Teacher Observation Standards Checklist of Student Content Knowledge Audio Recording of Student Performances School Concert with Evaluation Written Exam/End of Course Assessment Formative and Summative Assessments aligned with Content Standards</p>	

Examples: Academic Areas	ISTEP/IGM (must be used for grades 4-8) End of Course Assessments (must be used for courses with ECA's) I Read LAS Links	NWEA/MAP/Explore AP exams Stanford 10 ACCESS Textbook-Designed Assessments mCLASS Common School Final exams DIBELS Acuity STAR Iowa Any locally developed assessment Corporation- Approved Rubrics for Performance-Based Assessments	Primary or Secondary Learning Objectives Classroom Final exam given by a single teacher for a single course Corporation-Approved Rubrics for Performance Based Assessments Individual Education Plans (IEP's) Any individually developed or selected assessment	School-Wide Learning Measure (SWL)
Examples: Physical Education	The President's Challenge Physical Test Fitness Gram Student Fitness Assessment System for Observing Fitness Instruction Time (SOFIT) Academic Learning Time-Physical Education (ALT-PE) Moderate to Vigorous Physical Activity (MVPA)	Student Portfolios with Rubric Pre- and Post-Assessments Written Exam/End of Course Assessment Teacher Observation/ Standards Checklist of Student Performance Student Activity timed by Teacher to measure Actual Engagement in Activity		

Evaluation Process, Steps, and Sequence

Within two (2) weeks of the beginning of each school year, the building principal(s) shall acquaint each teacher under his/her supervision with building orientation procedures and work expectations for attendance, arrival, and departure. Further, the building principal shall advise each teacher as to who shall observe and evaluate his/her performance along with the use of the applicable standards and instruments. No formal evaluation of classroom duties and responsibilities shall take place until such orientation has been completed. New teachers, reassigned teachers, and itinerant teachers shall be notified by their building principal of the evaluation procedures in effect. Such notification shall be within two (2) weeks of the first day in a new assignment. The Board shall discuss with the Association any changes in the evaluation procedures or instrumentation prior to implementation.

Teachers' professional evaluation shall consist of the following steps:

1. Goal Setting
2. Pre-Observation Conference
3. Observation(s)
4. Post-Observation Conference
5. Summative Evaluation
 - o Professional Assistance Plan
 - o Remediation Plan

Goal Setting and the Pre-Observation Conference: An initial conference will occur at the beginning of the school year between the teacher and evaluator. At this meeting, the teacher and evaluator discuss and determine the class to be monitored for student growth. Goals and review of the components of the evaluation process including timelines and the formal and informal observation process will be discussed. Student characteristics including achievement data, extenuating circumstances known at the time, and the specialized needs of students shall also be discussed. (If circumstances for a child should change during the year, the teacher and principal should discuss the special needs of that child and determine whether or not an extenuating circumstance may have developed or been eliminated.)

Observations and Follow-Up: Following the observation process, communication will occur throughout the school year between the teacher and evaluator. They will discuss progress being made relative to student growth and toward teacher goal-attainment to foster open communication.

Summative Evaluation: The teacher rating shall be determined at the summative conference. It should never be a surprise when a teacher receives a *Highly Effective*, *Effective*, *Improvement Necessary*, or *Ineffective* summative rating. If a teacher is not performing up to standards, the principal/evaluator has a responsibility to provide interventions to help that individual move to an *Effective* rating. If concerns arise related to a teacher's performance in any rating area or domain, the procedures related to developing and implementing a Professional Assistance Plan with both an Awareness Phase and Professional Support Phase will be followed.

Professional Goals

The teacher evaluation process should support continuous professional growth to benefit the students of Northwestern School Corporation.

From the outset of the first year and continuing throughout the staff member's professional career, the staff member and principal will work collaboratively to ensure strengthening of professional competencies. The three major components to this process are 1) continued evaluation of the professional competencies (domains), 2) planning for continued professional growth, and 3) monitoring student growth.

A professional goal should be achievable and reflect the teacher's desire for professional growth as well as reflect a commitment to corporation goals. At the beginning of the school year, staff members will identify a goal from one of the four Danielson domains and, in conference, agree upon the goal with the evaluator. In the unlikely event that the evaluator and teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the goal and shall be available to provide assistance toward the achievement of the goal.

The goal should reflect the teacher's desire for his/her professional growth and student growth as well as a commitment to district goals. The goal should also include and reflect a determination of the academic achievement and student growth profile of the classroom and individual students.

Formal Observations

The evaluation system for teachers shall consist of both formal and informal observations, discussion sessions, and alternative sources of data collection.

- 1) The formal observations for a teacher shall be made prior to May 1st of any given year. Any other observation, if applicable, is to be made at the discretion of the evaluator.
- 2) All teachers must complete a Professional Assistance and Remediation Plan before a determination of non-renewal.
- 3) A teacher shall have at least two (2) formal observations, one each semester at least four (4) weeks apart. Any other observations, if applicable, are to be made at the discretion of the evaluator. For probationary teachers recommended for non-renewal, the Danielson rating of the current year will serve as the basis for recommendation of non-renewal.

The formal observation process shall consist of the following:

a) Pre-Observation Conference

- i) The teacher and evaluator shall agree upon initial observation date and subsequent dates.
- ii) Prior to scheduled observation, the staff member and evaluator will discuss the plan for the activity to be observed.

b) Observations

- i) Each formal observation shall be at least thirty (30) consecutive minutes.
- ii) Practices used during observation will be consistent with the Northwestern School Corporation's philosophy of evaluation and professional competencies. The activities observed may vary, of course, dependent upon the experience and needs of the staff as well as grade/subject level of students.

c) Post-Observation Conference

A conference shall occur within ten (10) working days between administrator and the professional following the observation, and a written evaluation will be transmitted promptly to the teacher. The professional shall indicate receipt of copy of the written summary. The professional may file in his/her personnel file any comment with respect to his/her evaluation, provided the comment be submitted within twenty (20) working days of receipt of the written summary.

Informal Observations and Data Collection

Informal Observations

Informal observations include any and all things that reflect overall professionalism. Informal observation is, as the name implies, informal. It is ongoing and could take place in a variety of professional environments. It may be considered to be part of any, or all, interactions between professionals. It may include:

- lesson observations and activities outside the classroom,
- observations of professional behavior in a variety of settings and/or between a variety of individuals: students, colleagues, parents, administrators, or other school staff,
- involvement in extra-curricular school functions,
- community-sponsored activities while representing the school corporation.

Artifact Collection

If artifacts are required, due dates will be mutually agreed upon by the staff member and administrator.

Journals

All first-year teachers will be encouraged to keep a journal containing their thoughts, reactions, and reflections on the teaching/learning process and/or job-related responsibilities.

Journals are to be used only for discussion purposes with administrators, mentors, and others at the teacher's discretion.

Additional Data

Teachers are encouraged to gather any additional data to support the work they do in their classrooms. These may include but are not limited to journals, artifacts, portfolios, plans, notes, e-mails, etc.

Professional Evaluation System

The sequence and components of the Northwestern School Corporation Professional Evaluation System are outlined below:

<p>1. Professional Goals: At the beginning of the year, the teacher and principal meet to review student characteristics, achievement data, teacher's strengths and weaknesses, and extenuating circumstances.</p> <p>From this conversation the teacher's goal for the year is established.</p>
<p>2. Observations:</p> <p>A. Formal Observations</p> <ul style="list-style-type: none">• Pre- and post- conferences• Teacher and evaluator discuss classroom plans in pre-conference• Written observation by administrator <p>B. Informal Observations</p>
<p>3. Artifact Collection</p> <p>A. Documentation and support of professional competencies and growth (Refer to Appendix - "Suggested List of Artifacts")</p> <p>B. Additional data optional</p>
<p>4. Journal (Optional)</p> <p>Reflective writing by staff member</p>
<p>5. Evaluator establishes Danielson rating</p>
<p>6. Review of Student Growth</p> <p>Compare the number of students at and above grade level at year end with the number at and above at the beginning of the year. Identify whether there is an upward trend or a downward trend in student growth. Determine a preliminary teacher rating. Review extenuating circumstances. Determine final teacher rating for student growth.</p>
<p>7. Summative Review Danielson + Student Growth = Summative Rating</p> <p>Written evaluation by administrator</p>

Purpose

“The purpose of the Professional Evaluation System in the Northwestern School Corporation is to create an environment that will ensure quality classroom instruction as well as enhance professional growth for the teacher. The Professional Evaluation System should enhance quality instruction, encourage professional growth of the teacher, and improve student achievement.”

A Peer Assistance Plan assists teachers in the improvement process. This Peer Assistance Plan can be invoked in either a voluntary or mandatory process to better meet the professional development needs of the individual staff member. The specific purpose of the Peer Assistance Plan is twofold:

- 1) to enable an established or professional teacher who is identified as *Effective* or *Highly Effective* to seek assistance in any domains of the Teacher Effectiveness Rubric, and
- 2) to enable the principal to assist a teacher with *Needs Improvement* or *Ineffective* designations in the Teacher Effectiveness Rubric.

In either process, the Peer Assistance Plan should be:

- Based upon a specific need(s),
- Directed toward improvement of professional competencies,
- Initiated by the teacher or principal,
- Collaboratively developed, and
- Collaboratively implemented.

Voluntary Peer Assistance Plan

Established or Professional teachers may elect to use the Voluntary Peer Assistance Plan to target specific improvement initiatives that have been identified through the Professional Evaluation System. In this situation, the teacher may request a teacher-mentor through the principal to assist with the development, implementation, and self-evaluation of the plan. In the Voluntary Peer Assistance Plan, the teacher and mentor should address the following:

- Development of an awareness of the intended improvement area,
- Development of a goal to be attained,
- Development of a short-term plan for achievement of the goal,
- Opportunities for the teacher and mentor to facilitate goal achievement, and
 - Resources, observations, training, etc.
- Development of a final review with regard to goal achievement.

Mandatory Peer Assistance Plan

In the case that a teacher receives an *Ineffective* or *Needs Improvement* rating, the principal may require the teacher to participate in the Mandatory Peer Assistance Plan. In this situation, the evaluator will have identified some specific concerns in the domain(s) of the Teacher Effectiveness Rubric that need immediate improvement. The principal will also provide a cadre of teacher-mentors who are available to

mentor the teacher through the Mandatory Peer Assistance Plan. In this situation, the specific action plan will include the following:

- Development of a support system for improvement,
- Development of a timeline for progress,
- Development of a remediation plan and an awareness of the intended improvement area(s),
- Development of a goal(s) to be attained,
- Development of a short-term plan for achievement of the goal(s), and
- Opportunities for the teacher and mentor to facilitate goal(s) achievement.
 - Resources, observations, training, etc.

Developing Awareness in Post Observation Conferences

The purpose of this process is to bring the teacher and principal together within 10 days of the formal observation to identify and discuss areas of concern related to the domains of the Teacher Effectiveness Rubric. In this conference, procedures, resources, and timelines relative to resolving any concerns identified in the observation will be discussed. A review of the teacher's progress will result in one of three recommendations:

- Concerns identified, resolved, no further action necessary,
- Concerns identified, progress noted, continuation of agreed-upon procedures, timelines, and resources, teacher could request implementation of the Voluntary Peer Assistance Plan and/or,
- Concerns identified, remain unresolved, principal assigns teacher to the Mandatory Peer Assistance Plan which complies with Indiana Statute with regard to improvement timelines.

Mentor Teachers

The specifications for mentor teachers and their selection are as follows:

- Any teacher identified as *Highly Effective*, or
- Any teacher identified as *Effective* with five years experience,
- Reasonable familiarity with the domains of the Teacher Effectiveness Rubric.
- The mentor shall be selected from a roster of qualified teachers.
- The peer coach shall provide advice to the teacher under the Mandatory Peer Assistance Plan as to how to improve teaching skills and successfully complete the Mandatory Peer Assistance Plan.
- The mentor teacher **shall not** be engaged in the performance evaluation of the teacher in either the Voluntary Peer Assistance Plan or the Mandatory Peer Assistance Plan.

Professional Evaluation System Exceptions

Part-time professionals will be placed on the traditional Professional Evaluation System and receive formal observation and summative evaluations.

The evaluation plan cycle for teachers on unpaid leaves of absences will be suspended during the leave. Upon return to full-time employment, the principal will determine whether to continue with a suspended plan or develop a new one.

Annual Review of the Professional Evaluation System

The Professional Evaluation System will be reviewed annually by the Northwestern Teacher Evaluation Committee comprised of both teachers and administrators for the purpose of making changes to reflect best practices in teacher evaluation and as a result of feedback from teachers and principals in the school corporation. The composition of the committee will be determined by the Association and the Superintendent.

The Northwestern Teacher Evaluation Committee will continue to monitor progress and to review issues and concerns. Each district-wide program anomaly will be reviewed by the Committee, and if a problem exists, corrective action will be taken by the Committee. When appropriate, summative ratings that are affected will be investigated and may be modified in keeping with the corrective action.

Acknowledgements

Special thanks to the past and present members of the Staff Evaluation Committees. These individuals worked together to research and investigate teacher evaluation instruments throughout the state and across the country. We hope that you will benefit from their commitment and hard work.

The Corporation also extends appreciation to other consultant groups including the Indiana Teacher Appraisal and Support System from Indiana University. Dr. Sandi Cole coordinated and facilitated the work of this committee and the Northwestern team was facilitated by Dr. Angela Lexmond. In addition, Dr. Hardy Murphy of the Evanston/Skokie District 65 in Evanston, Illinois, participated with the IN-TASS process, and his guidance is greatly appreciated.

Joint Evaluation Committee Members:

Ryan Snoddy, Superintendent

Scott Simmons, Director of Curriculum/Technology

Al Remaly, Principal

Brett Davis, Principal

Ron Owings, Principal

Jeaniene Garrison, Principal

Kristen Bilkey, Assistant Principal

Jim Gish, Assistant Principal

Dan Robinson, Teacher

Steve Wilson, Teacher

Amy Miller, Teacher

Dawn Johnston, Teacher

Peter Schroer, Teacher

Mike Goodrich, Teacher

Jan Koloszar, Teacher

Todd Miller, Teacher

Dallas Calloway, Teacher

Northwestern School Corporation Bylaws & Policies

3220 - STAFF EVALUATION

The School Board through the powers derived from the General School Laws, is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the Superintendent the function of establishing and implementing a program of personnel assessment.

It is the purpose of the program of staff assessment to:

- A. strive for the improvement of the total Corporation program;
- B. stress the importance of personal improvement on the part of individual professional staff members so that each student may be provided a quality education;
- C. ensure the continuous improvement of administrative and supervisory services provided professional staff members;
- D. establish a process of continuous and systematic professional staff member evaluation.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate staff members can provide the type of assistance needed. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member after receiving a reasonable degree of assistance fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal procedures may be invoked in accordance with provisions of statute and the negotiated agreement.

In such an instance, all relative evaluation documents may be used in the proceedings. Results from ISTEP shall not be used in any teacher evaluation.

Evaluations shall be conducted of each professional staff member. Each professional staff member shall be given a copy of any documents relating to his/her performance which is placed in his/her personnel file. S/He shall be given the opportunity to append a written statement of his/her viewpoint to any evaluation to which s/he dissents and which is to be placed in his/her file.

This policy shall not deprive a professional staff member of any rights provided by contractual agreement or State law.

The Superintendent shall establish a plan for the effective evaluation of administrators and members of the instructional staff.

I.C. 20-6.1-9
511 IAC 10-6

**Information Maintained by the Office of Code Revision
Indiana Legislative Services Agency**

IC 20-28-11.5

Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-1**"Evaluator"**

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-2**"Plan"**

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-3**"School corporation"**

Sec. 3. As used in this chapter, "school corporation" includes:

- (1) a school corporation;
- (2) a school created by an interlocal agreement under IC 36-1-7;
- (3) a special education cooperative under IC 20-35-5; and
- (4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.

IC 20-28-11.5-4**School corporation plan; plan components**

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

- (1) A plan using master teachers or contracting with an outside vendor to provide master teachers.
- (2) The System for Teacher and Student Advancement (TAP).
- (3) The Peer Assistance and Review Teacher Evaluation System

(PAR).

(c) A plan must include the following components:

- (1) Performance evaluations for all certificated employees, conducted at least annually.
- (2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
 - (A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
 - (B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

- (C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
 - (3) Rigorous measures of effectiveness, including observations and other performance indicators.
 - (4) An annual designation of each certificated employee in one (1) of the following rating categories:
 - (A) Highly effective.
 - (B) Effective.
 - (C) Improvement necessary.
 - (D) Ineffective.
 - (5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
 - (6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
 - (d) The evaluator shall discuss the evaluation with the certificated employee.
- As added by P.L.90-2011, SEC.39.*

IC 20-28-11.5-5

Conduct of evaluations

- Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.
- (b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

- Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.
- (b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.
- (c) 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 superintendent's designee.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-7

Student instructed by teachers rated ineffective; notice to parents required

- Sec. 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.
- (c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

- (d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-8

State board actions; model plan; approval of plan by teachers

Sec. 8. (a) To implement this chapter, the state board shall do the following:

- (1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:
 - (A) the criteria that define each of the four categories of teacher ratings under section 4(b)(3) of this chapter;
 - (B) the measures to be used to determine student academic achievement and growth under section 4(b)(2) of this chapter;
 - (C) standards that define actions that constitute a negative impact on student achievement; and
 - (D) an acceptable standard for training evaluators.
 - (2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.
 - (3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.
- (b) A school corporation may adopt the model plan without the state board's approval. A school corporation may modify the model plan or develop the school corporation's own plan, if the modified or developed plan meets the criteria established under this chapter. If a school corporation modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.
- (c) This subsection applies to a school corporation that has not adopted a staff performance evaluation plan that complies with this chapter before July 1, 2011. Before submitting a staff performance evaluation plan to the department under subsection (b), the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the teachers voting vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department under subsection (b).

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each performance category, to the department. The results provided may

not include the names or any other personally identifiable information regarding certificated employees.

- (b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:
- (1) the aggregate of certificated employees of each school and school corporation; and
 - (2) the aggregate of graduates of each teacher preparation program in Indiana.

As added by P.L.90-2011, SEC.39.

Best Practices – General List of Teacher Expectations

I. EFFECTIVE TEACHING SKILLS

1. Maintain a teacher/student relationship at all times.
2. Maintain consistency in delivering consequences for both appropriate and inappropriate behavior.
3. Maintain consistency in expectations.
4. Call students by name when speaking to them.
5. Be available for personal conferences with students.
6. Make every attempt to create a positive atmosphere in the classroom (e.g., cooperative group activities, positive motivation strategies, positive communications, etc.).
7. Encourage student input in decision-making.
8. Demonstrate an interest in students by asking their opinions, listening to them, etc.
9. Be consistent in grading procedures.
10. Provide or obtain assistance for students who are experiencing academic difficulty or failure. Do not allow the needs of a failing student to go unmet.
11. Be flexible in order to meet the needs of students with varying abilities (e.g., students with learning and behavior problems or those who are gifted and talented).
12. Maintain objectivity at all times with students even when their behavior is inappropriate.
13. Recognize student accomplishment either publicly or privately depending on which is more appropriate.
14. Organize the classroom in order to separate those students who stimulate one another's inappropriate behavior.
15. Maintain a clean, well-organized classroom environment.
16. Make certain that all school-related materials and equipment are in good working condition.
17. Arrange seating in order to allow adequate movement throughout the classroom.
18. Provide quiet areas in the classroom for students to work individually (e.g., study carrel, private "office", etc.).
19. Be certain that lighting in the classroom is maximized in order to meet student needs.

20. Arrange seating for maximum visibility of teacher, audio-visual presentations, other visual aids, etc.
21. Reduce distracting stimuli (e.g., place the student in the front row, provide a carrel, or quietly place away from distractions, etc.).
22. A carrel can be used as a means of reducing distracting stimuli and not as a form of punishment.
23. Maintain consistency in daily routine, schedule, instructional procedures, etc.
24. Provide students with adequate space to work.
25. Arrange school-related materials and equipment to allow students easy access in order to assure independent use of the materials and equipment.
26. Maintain visibility to and from the student. The teacher should be able to see the student and the student should be able to see the teacher, making eye contact possible at all times.
27. Make environmental adjustments or modifications necessary for the success of students with disabilities (e.g., hearing impaired, visually impaired, physically handicapped, etc.).
28. Provide modified assignments for students with varying abilities, (e.g., fewer problems, more general concepts, advanced reading, research activities, etc.).
29. Provide students with alternative materials to facilitate the learning process.
30. Arrange for one-to-one teacher/student interactions.
31. Allow the student to perform tasks in a variety of ways (e.g., written, verbal, recorded, demonstration, etc.).
32. Provide the student with more than enough time to complete a task. Gradually decrease the amount of time as the student demonstrates success.
33. Arrange for peer tutors, volunteers, etc., to work with the student.
34. Refer to curriculum guides, instructor's manuals, instructional materials, directories, etc.
35. Utilize free materials, programs, etc., available from community businesses or agencies (e.g., fire prevention, substance abuse prevention, Historical Society literature, etc.).
36. Provide the student access to a variety of information sources in order to enhance learning (e.g., optional texts, videos, tapes, library assistance, etc.).
37. Provide students with instructions, explanations, directions, etc., in the manner in which they are most likely to be understood.
38. Implement the necessary behavioral support system to facilitate the student's academic and behavioral contract (e.g., contracting, positive reinforcement, etc.).

39. Modify materials to increase the likelihood of student learning (e.g., highlight important points on reading materials, provide summaries of reading assignments, provide study guides, have fewer problems per page, etc.).
40. Utilize materials, hardware, software, etc., available in the school building, school system, community, etc.
41. Utilize guest speakers from the community to enhance instructional activities (e.g., business representative, law enforcement officer, government agency representative, etc.).
42. Provide students with additional help or assistance in order to increase their likelihood of success.
43. Be an energetic, enthusiastic model for learning and active involvement in classroom activities.
44. Maintain a pace of instructional delivery that enhances student interest and attention (e.g., call on students frequently, use frequent examples, rely on alternative supplemental materials, etc.).
45. Make certain that students understand the purpose of all instructional activities and educationally-related experiences in order to increase their motivation to learn.
46. Give students responsibilities in order to increase active involvement in the classroom (e.g., teacher assistant, group leader, etc.).
47. Present activities in the most attractive and interesting manner possible.
48. Interact frequently with students in the classroom in order to maintain their attention to activities (e.g., maintain mobility, call on students, etc.).
49. Allow students frequent opportunities to participate in class in order to increase active involvement.
50. Facilitate on-task behavior by providing a full schedule of activities. Prevent lag time when the student would be free to engage in inappropriate behavior.
51. Give each student a role to fulfill in group projects (e.g., be the leader, secretary, researcher, reporter, etc.).
52. Use problem-solving as part of instruction in order to increase student attention and participation.
53. Use simulation activities that require active student participation and attention (e.g., a courtroom simulation, minority experiences, comparison shopping, etc.).
54. Reinforce those students in the classroom who maintain attention to activities.
55. Provide students with as many enjoyable activities as possible (e.g., educationally-related games, flash cards with peers, etc.).
56. Call on students when they are most likely to be successful.
57. Reward students for participating in classroom activities.

58. Follow approved curriculum goals and objectives in academic planning.
59. Have all lesson plans in implementing instructional objectives.
60. Follow lesson plans in implementing instructional objectives.
61. Make certain that all materials, audio-visual hardware and software, etc., are ready and serviceable in preparation for instructional activities.
62. Make certain that academic planning is organized according to a routine which would include instructional time limits, materials to be used, and student participation.
63. Make certain that lesson plans contain the specific steps for instructional activities in order to provide direction in teaching (e.g., stating the objective of the activity, identifying materials, delivering information, determining comprehension, allowing practice, bringing closure to the activity, etc.).
64. Follow approved text and series material in academic planning (e.g., curriculum guide, instructor's manual, etc.).
65. Follow goals and objectives established in the student's IEP.
66. Make certain that instructional activities are within the ability levels of the students.
67. Make certain that instructional activities follow a logical sequence with each successive activity building upon the previous one.
68. Rely on lesson plans in order to adhere to expected timelines to accomplish goals and objectives.
69. Make certain that lesson plans are appropriate for the amount of time allowed for instructional activities.
70. Deliver directions, explanations, and instructional content in the most direct and simple manner possible.
71. Deliver directions, explanations, and instructional content in both written and verbal form.
72. Make certain that directions, explanations, and instructional content are presented on the student's ability level (e.g., consider the student's ability to read, follow steps in directions, etc.).
73. For students who have difficulty following written directions, explanations, and instructional content, present information verbally, audibly on tape, etc.
74. For students who have difficulty following verbal directions, explanations, and instructional content, present information in written form.
75. Present directions, explanations, and instructional content individually to those students who have difficulty understanding information presented.
76. Speak clearly and at an appropriate pace when delivering directions, explanations, and instructional content.

77. Stop at appropriate places when delivering directions, explanations, and instructional content in order to determine student comprehension.
78. Have the student question any directions, explanations, and instructional content he/she does not understand.
79. Deliver directions, explanations, and instructional content one step at a time in order to ensure student comprehension.
80. Identify a peer to deliver directions, explanations, and instructional content to the student when he/she has difficulty understanding.
81. Be prepared in advance of presenting instructional activities (e.g., know the information to be presented, have materials ready, utilize additional resource material, etc.).
82. Utilize additional resource material to answer student questions related to the content area.
83. Rely on approved goals and objectives to prepare instructional content.
84. Take students on field trips in the community as a supplement to instructional activities.
85. Schedule the use of supplementary instructional materials well in advance of the instructional activity in order to ensure availability at the time of presentation.
86. Provide students with as many academic and social successes as possible.
87. Write a contract with the student specifying an appropriate behavior and what reinforcement will be made available when the terms of the contract have been met.
88. Evaluate the appropriateness of each task in order to determine if: (a) the task is too easy, (b) the task is too difficult, and (c) the length of time scheduled for the task is appropriate.
89. Identify peers with whom student can study, work on assignments, etc.
90. Make certain that students understand all directions, instructions, explanations, etc.
91. Be certain to recognize the student when he/she indicates a need for help (e.g., hand raised).
92. Make certain the student receives the information necessary to perform activities (e.g., written information, verbal directions, reminders, etc.).
93. Provide the student with clear and concise explanations, instructions, and directions so that the student knows exactly what is expected of him/her.
94. Prevent the student from becoming over-stimulated by an activity. Monitor or supervise student behavior to limit overexcitement in physical activities, games, parties, etc.
95. Reinforce those students in the classroom who demonstrate appropriate behavior (e.g., tangible or intangible rewards, special activities, privileges, etc.).

96. Publicly praise the student for appropriate behavior, and privately redirect if behavior is inappropriate.
97. Write group contracts which encourage students to work together for group success.
98. Schedule daily activities so that highly desirable activities follow less desirable activities, contingent upon appropriate social and academic behavior in the classroom.
99. Verbally praise students when they demonstrate appropriate social and academic behavior in the classroom.
100. Communicate with parents (e.g., notes home, phone call, etc.) as a means of reinforcing/rewarding appropriate social and academic behavior in the classroom.
101. Reinforce all students who demonstrate improvement in social and academic behavior in the classroom rather than only reinforcing/rewarding those students who demonstrate the most appropriate behavior.
102. Provide special events and activities as means of reinforcement/reward for students who demonstrate appropriate social and academic behavior in the classroom.
103. Determine individual student preferences for reinforcement/rewards.
104. Reinforce/reward students frequently enough to maintain appropriate social and academic behavior.
105. Some students will need reinforcement/rewards more often than others in order to maintain appropriate behavior.
106. Verbally praise students when they participate in activities, make an effort to answer correctly, do well in class, etc.
107. Present tasks in the most attractive and interesting manner possible.
108. Initiate conversations with students in order to provide compliments, ask how they are doing, etc.
109. Deliver positive greetings when students enter the room and call students by name when speaking to them.
110. Allow students frequent opportunities to participate in class to increase active involvement.
111. Acknowledge individual students as often as possible (e.g., speak to them, call them by name, invite their input, etc.).
112. Intervene early when problem behavior occurs in order to prevent disruption in the classroom.
113. Communicate with parents or guardians when their child is doing well in the classroom (e.g., improving classroom behavior, participating in class, demonstrating improvement on assignments, etc.).

114. Encourage students to help one another, work together, share materials, etc.
115. Establish classroom rules, (e.g., work on task, work quietly, remain in your seat, finish task, and meet task expectations). Reiterate rules often, and reinforce/reward students for following rules.
116. Reinforce/reward students for demonstrating appropriate social and academic behavior in the classroom based on the length of time each student can be successful. Gradually increase the length of time required for reinforcement as each student demonstrates success.
117. Write a contract with students specifying what behavior in the classroom is expected (e.g., working appropriately with peers) and what reinforcement/reward will be made available when the terms of the contract have been met. As a means of reinforcement/reward, assign the student a role to perform in the classroom which is attainable.
118. Speak with the student to explain: (a) what he/she is doing wrong (e.g., failing to maintain attention) and (b) what he/she should be doing (e.g., looking at tasks, watching the teacher when directions are given, working on task until completed, etc.).
119. Remove the student from the group or activity until he/she can demonstrate appropriate behavior and self-control.
120. Provide the student with a predetermined signal (e.g., turning lights off and on, hand signal, etc.) when he/she begins to display inappropriate behavior.
121. Teach the students problem-solving skills in order that they may better deal with problems that occur in interactions with others (e.g., talking, walking away, calling upon an arbitrator, compromising, etc.).
122. Do not allow the student to be left alone or unsupervised with other students.
123. Reduce the emphasis on competition. Failure may stimulate inappropriate behavior.
124. Make certain the student understands that failing to interact appropriately with a peer(s) during classroom activities may result in removal from the activity and/or loss of participation in future activities.
125. Post classroom rules at various locations in the classroom (e.g., on the wall, on the students' desks, etc.).
126. Maintain consistency in classroom rules and expectations.
127. Remind the students verbally of classroom rules.
128. Go over rules with the students prior to each activity.
129. Make certain that every student is provided a copy of the school system's handbook.

130. Reinforce students for adhering to the school system's handbook. Make the necessary report to the administration for those students who fail to adhere to the school system's handbook.
131. Develop behavioral contracts with students who need behavior improvement.
132. Make certain that other school personnel are aware of the student's inability to adhere to the school system's handbook.
133. Maintain consistency of expectations of students adhering to the school system's handbook throughout the school environment.
134. Intervene early should students fail to behave in accordance with the school system's handbook. Deliberate interventions prevent future problems.
135. Speak to the student to explain: (a) what he/she is doing wrong (e.g., failing to adhere to the school system's handbook) and (b) what he/she should be doing (e.g., adhering to the school system's handbook).
136. Communicate with the student's parents or guardians to explain: (a) what the student is doing wrong (e.g., failing to adhere to the school system's handbook) and (b) what he/she should be doing (e.g., adhering to the school system's handbook).
137. Predetermine what actions will be taken in response to inappropriate behavior in order to carry out the most appropriate interventions.
138. Model appropriate behavior for the students at all times (e.g., quiet, calm, self-controlled, etc.) .
139. Prevent frustrating or anxiety-producing situations from occurring (e.g., give the student tasks on his/her ability level, give the student the number of tasks he/she can tolerate in one sitting, prevent social interactions which stimulate the student to become frustrated or anxious, etc.).
140. Try various groupings in order to determine the group in which the student can demonstrate appropriate behavior.
141. Maintain the most positive, professional relationship with the student in order to enhance appropriate behavior.
142. Provide the student with as many social and academic successes as possible. Successful students are less likely to engage in inappropriate behavior.
143. Make the necessary report to the designated administrator for those students who fail to adhere to the school's handbook.
144. Maintain consistency of behavioral consequences recommended by the school.
145. Base expectations on normal developmental patterns of behavior and academic performance.
146. Treat students as individuals relative to their ability levels and backgrounds of experience.

147. Overlook inconsequential behaviors. Behaviors which do not adversely affect the student's social or academic success need not be given undue attention.
148. Establish grading criteria (e.g., 90-100% = A, 80-89% = B, etc.).
149. Maintain consistency in grading criteria.
150. Maintain consistency when evaluating students (e.g., criteria, expectations, grades assigned, etc.).
151. Make certain that grades reflect student knowledge or skills and not student behavior or attitude.
152. Inform students of criteria used in determining grades (e.g., work completed on time, spelling, punctuation, percentage correct, etc.).
153. Inform students of the information that will be covered on tests and quizzes (e.g., identify test material when it is presented, review for tests and quizzes, etc.).
154. Make certain that tests and quizzes cover material presented to students or identified for them to learn.
155. Maintain accurate documentation of grades received by students.
156. Make certain that students have adequate time to complete assignments, tests, and quizzes.
157. Students who do not have an appropriate environment in which to perform homework assignments (e.g., quiet place to work, supervision, etc.) should be given the opportunity to complete homework assignments at school.
158. Adhere to the following formula when evaluating students: (a) tell the students what they need to know, (b) present the information they need to know, and (c) test the students on the information presented.
159. Use standardized tests to evaluate learning or skill development.
160. Use teacher-developed written tests to evaluate learning or skill development.
161. Use tests which rely on verbal responses to evaluate learning or skill development.
162. Rely on student demonstrations to evaluate learning or skill development (e.g., oral presentations, written reports, use of equipment, etc.).
163. Allow the student to record verbal responses to written tests.
164. Read tests to students.
165. Use technology to record tests for students.
166. Use self-correcting tests to evaluate learning or skill development.
167. Use the student's daily performance to assess learning or skill development (e.g., assignments, drill activities such as flashcards, etc.).

168. Use competency-based assessment to evaluate learning or skill development. Allow students multiple opportunities to meet criterion.
169. Use performance-based evaluations to assess learning and skill development (e.g., cooking, assembling, problem-solving, etc.).
170. Use assessment practices to evaluate individual improvement rather than comparing the student to peers.
171. Use written expression activities to evaluate learning or skill development (e.g., book reports, term papers, essays, etc.).
172. Use goals and objectives to identify test and quiz content.
173. Assess only those areas identified by goals and objectives.
174. Use a variety of assessment techniques to measure student knowledge or skills related directly to curriculum goals and objectives (e.g., written, oral, performance based, etc.).
175. Use student responses to daily instructional activities as a means of measuring achievement of goals and objectives.
176. Use informal assessment to measure student knowledge or skills related to goals and objectives (e.g., performance samples, drill activities, etc.).
177. Build assessment into instructional activities related directly to curriculum goals and objectives (e.g., assignments, drill activities, homework, etc.).
178. Use assessment practices to measure attainment of goals and objectives.
179. Provide immediate feedback relative to student performance.
180. Provide students with evaluative feedback which indicates what they did right, what they did wrong, and what they should be doing.
181. When providing evaluative feedback, provide the students with correct answers and an indication of how the answers were determined.
182. Deliver constructive evaluative feedback which provides suggestions, examples, etc. for the student to use in the future.
183. Provide students with evaluative feedback on an individual basis.
184. Provide evaluative feedback on every assignment the student is required to perform.
185. Inform parents or guardians that the student is experiencing learning or behavior problems.
186. Inform the appropriate personnel when a student is experiencing learning or behavior problems.
187. Make a formal referral for any student experiencing learning or behavior problems (e.g., follow the school system's guidelines for referrals.).

188. Consult with the appropriate personnel (e.g., administrators, counselors, other teachers, special education teachers, etc.) regarding modifications for students experiencing learning or behavior problems.
189. Intervene early when a student experiences learning or behavior problems in order to prevent the situation from becoming more difficult to correct.
190. Communicate with the appropriate personnel regarding consideration of individual assessment for students experiencing learning or behavior problems.
191. Request that appropriate personnel observe the student in the classroom where he/she is experiencing learning or behavior problems.
192. Provide parents or guardians with suggestions of strategies to help the student at home who is experiencing learning or behavior problems at school.
193. Collect data and performance samples for students experiencing learning and behavior problems.
194. Talk to the student to explain what he/she is doing wrong and what he/she should be doing.
195. Conduct frequent communications with parents or guardians (e.g., phone calls, notes home, letters, e-mails, etc.).
196. Maintain positive communications with parents or guardians. Any measure of success or improvement should be communicated.
197. Make certain that written communications with parents or guardians are specific, legible, and easily understood.
198. Make certain that verbal communications with parents or guardians are organized, specific, and easily understood.
199. Provide parents or guardians with written reports, summaries, graphs, charts, etc., of student academic performance, behavior, etc.
200. Keep parents or guardians fully informed of student academic performance, behavior, etc.
201. Use forms designated by the school system to report student academic performance, behaviors, etc. Prepare a substitute teacher information packet that includes all information pertaining to the classroom (e.g., student roster, class schedule, class rules, behavior management techniques, etc.).
202. Inform the substitute teacher of the classroom rules and consequences if the rules are not followed by the students.
203. Indicate where all necessary materials are located in order to maintain structure in the classroom.
204. Make certain the substitute teacher is familiar with the behavioral support system used in the classroom (e.g., rules, point system, reinforcing tools, etc.).
205. Provide the substitute teacher with detailed information concerning the activities and assignments for the day.

206. Make certain that all lesson plans are clear and concise.
207. Assign student-specific activities to perform on any day when a substitute teacher may be responsible for the classroom (e.g., assistant to the substitute teacher, errands to run, line leader, class monitor, etc.).
208. Provide the substitute teacher with a current seating chart.
209. Write a contract with the class for reinforcement based on appropriate behavior when a substitute teacher is present in the classroom.
210. Provide information that will enhance the substitute teacher's ability to be consistent with the program established by the classroom teacher (e.g., schedule, delivering instructions, task requirements, etc.).
211. When possible, inform the students when it will be necessary for a substitute teacher to be in the classroom and establish expectations for behavior and academic performance.
212. Make certain that all materials, hardware, software, etc., are available in advance for the substitute teacher.
213. Identify another teacher in the building to act as a resource for the substitute teacher (e.g., answer questions, provide information, etc.).
214. Provide the substitute teacher with optional or alternative activities in the event that difficulties in instruction or student performance are encountered.

II. PROFESSIONALISM

1. Seek input and assistance relative to instructional activities from other teachers, counselors, administrators, etc.
2. Observe other teachers in order to gain ideas for instructional strategies, use of materials, etc.
3. Share materials and ideas with other school personnel.
4. Ask other teachers, administrators, etc., to observe and critique your instructional activities.
5. Visit other schools to observe programs, teachers, materials used, etc.
6. Attend school-related extracurricular activities (e.g., in-service meetings, workshops, etc.).
7. Rely on the school library for information regarding new programs, materials, etc.
8. Communicate with parents or guardians in order that they may engage in supportive educational activities with the student.
9. Take part in professionally-related extracurricular activities (e.g., take additional coursework; attend conferences, in-service presentations, conventions, and workshops; read professional literature, etc.).
10. Enroll in coursework related to the subject area (e.g., courses, independent study, etc.).
11. Spend additional time studying materials related to the content area (e.g., instructor's manual, textbook, workbooks, etc.).
12. Take responsibility for intervening any time students behave inappropriately in any part of the school building or on the school grounds.
13. Take an active part in supervisory assignments (e.g., maintain mobility, interact with students, intervene when problems occur, etc.).
14. Carry out the school's expectations concerning supervisory assignments.
15. Be available for supervisory situations at all times throughout the school day (e.g., accidents, inappropriate behavior incidents between students, coming to the assistance of another teacher or school personnel, etc.).
16. Be in attendance and prompt for parent conferences.
17. Be prepared for parent conferences (e.g., notes made, materials collected, on time, etc.).
18. Maintain a record of all communications with parents or guardians. (See appendix for parent communication form.)
19. Maintain professional behavior with parents or guardians at all times (e.g., be in attendance and prompt, be positive and objective, etc.).
20. Communicate with parents or guardians immediately should the student have any problems (e.g., academic or behavioral).
21. Be available to all educational personnel during designated school hours.

22. Maintain positive professional interactions with educational personnel at all times.
23. Be in attendance and prompt when meeting with other educational personnel.
24. Be prepared (e.g., have notes, necessary materials, etc.) when meeting with other educational personnel.
25. Act as a resource (e.g., provide and/or obtain information, offer suggestions, etc.) to other educational personnel.
26. Maintain confidentiality relative to all communications with other educational personnel.
27. Be positive and objective when working with educational personnel.
28. Attempt to facilitate positive interactions with educational personnel.
29. Speak with the appropriate administrator(s) when experiencing difficulty interacting positively with other educational personnel.
30. Adhere to school policy when sharing information with other educational professionals relative to students.
31. Work as a team member with other educational personnel regarding students, curriculum, committees, etc. (e.g., share information, opinions, etc.).
32. Maintain a professional level of communication relative to students, administrators, other school personnel, etc.
33. Gather all information relative to professional problems in order to make knowledge-based decisions.
34. Practice appropriate problem-solving steps: (a) identify the problem, (b) determine related variables, (c) determine goals and objectives, (d) identify strategies, and (e) develop a plan for action.
35. Identify and make use of resources available to solve professionally-related problems (e.g., rely on knowledgeable personnel, information resources, support staff, etc.).
36. Maintain open lines of communication with students and other personnel in order to solve professionally-related problems.
37. Intervene early should any signs of professionally-related problems occur in order to prevent the problems from becoming too difficult to solve independently.
38. Make use of alternative sources of equipment/supplies (e.g., libraries, other classrooms or schools, etc.).
39. Act as a resource to help parents or guardians and students locate services and other personnel to help them with problems (e.g., other teachers, counselors, administrators, community services, etc.).
40. Be positive and objective in dealing with professionally-related problems.
41. Communicate with the appropriate personnel when professionally-related problems arise which cannot be solved independently.
42. Be positive when accepting changes (e.g., agree to attempt different approaches, strategies, materials, etc.).

43. Seek new or different ways to instruct, present materials, deal with behavior, etc.
44. Implement changes recommended by the school system (e.g., policies and procedures).
45. Implement changes recommended by other professionals (e.g., curriculum specialists, administrators, etc.).
46. Be positive, flexible, and objective in attempting necessary changes (e.g., make a deliberate attempt to change, continue to attempt to change until successful, etc.).
47. Volunteer to participate in recommending changes, deciding what changes will be made, implementing changes, etc.
48. Be willing to modify current practices in order to implement changes.
49. Read and be familiar with the approved policies and procedures of the school system.
50. Adhere to the approved policies and procedures of the school system.
51. Make certain students adhere to the school system's handbook/policies and procedures.
52. Note to administrator: provide or have available a copy of the school system's policies and procedures to share with the educator being evaluated.
53. Attend PTO, faculty meetings, parent conferences, in-service meetings, IEP meetings, etc.
54. Actively participate (e.g., contribute information, share ideas, problem-solve, etc.) in PTO, faculty meetings, parent conferences, in-service meetings, IEP meetings, etc.
55. Be prepared (e.g., prepare necessary information prior to meetings, bring related materials to meetings, be prepared to take notes, etc.) for PTA, faculty meetings, parent conferences, in-service meetings, IEP meetings, etc.
56. Maintain attention to speakers, leaders, and contributors during professionally-related meetings.
57. Be on time for all professionally-related meetings.
58. Remain in attendance for the duration of all professionally-related meetings.
59. Maintain a teacher/student relationship at all times.
60. Treat students with respect at all times.
61. Maintain objectivity at all times with students, even when their behavior is inappropriate.
62. Communicate at a professional level relative to school-related information (e.g., maintain confidentiality relative to students, classroom incidents, administrators, other personnel, etc.).
63. Comply with the school system's policy concerning confidential information shared with teachers by students.
64. Enforce the school's handbook.
65. Seek constructive criticism relative to evaluation of professional performance in the classroom (e.g., when problems occur in instructional practices, student academic performance and behavior, etc.).

66. Be positive in responding to evaluation and redirection (e.g., agree to attempt different approaches, strategies, materials, etc.).
67. Use evaluation and redirection to make the necessary changes or adjustments in professional performance.
68. Use evaluation and redirection to make necessary changes early in order to prevent problems from becoming too difficult to correct.
69. If problems occur relative to professional performance (e.g., instructional practices, student behavior, etc.) go to the designated administrator for suggestions before formal scheduled evaluations are conducted.
70. Use evaluation and redirection to develop personal goals, objectives, and strategies.
71. Be positive, flexible, and objective in attempting necessary changes or adjustments in professional performance (e.g., make a deliberate attempt to change or adjust, continue to attempt the changes or adjustments until successful, etc.).
72. Maintain open communications with those personnel who provide evaluation and redirection in order to successfully make the necessary changes.
73. Maintain a professional attitude toward evaluation and redirection. Evaluation and redirection are meant to identify strengths and areas where improvement is needed and should lead to the development of strategies that facilitate professional improvement.
74. Seek ways to improve professionally (e.g., take additional course work, attend in-service meetings, workshops, conferences, read professional literature, observe other educators, etc.).
75. Take advantage of in-service activities in order to gain new information on curriculum, instructional practices, behavioral interventions, etc.
76. Read professional literature to gain new information on curriculum, instructional practices behavioral interventions, etc.
77. Attend conferences and workshops in order to gain new information on curriculum, instructional practices, behavioral interventions, etc.
78. Enroll in courses in order to gain new information on curriculum, instructional practices, behavioral interventions, etc.
79. Visit and observe other programs, teachers, etc., in order to gain new information on curriculum, instructional practices, behavioral interventions, etc.
80. Use professional organizations as a resource to gain new information on curriculum, instructional practices, behavioral interventions, etc.
81. Use other professionals as a source of information in order to remain current in the educational field (e.g., curriculum specialists, administrators, other teachers, etc.).
82. Rely on literature from publishers in the field of education in order to remain current with most recent literature, textbooks, materials, etc.

*Suggested List of Artifacts**

- I. Planning and Preparation:
 - Lesson Plans
 - Long Range Plans
 - Assessment Plan
 - Grading Plan/Grade Book
 - Discipline Plan
 - Substitute Plans
- II. Classroom Environment:
 - Effective Domain (self-esteem, incentives, rewards, projects, etc.)
 - Physical Layout (rationale)
 - Seating Arrangement (rationale)
 - Group Building Strategies
 - Cooperative Learning
 - Classroom Rules/Routine
 - Management Forms
 - Bulletin Boards (interactive, instructional, affective)
 - Homework Plan
- III. Instruction:
 - Units of Study/Thematic Units
 - Literature/Book Lists
 - Extension/Enrichment Activities
 - Review/Reinforcement Activities
 - Modifications/Differentiations for Special Needs
 - Flexible Grouping Plans
 - Instructional Sequence (samples from whole lesson sequence-planning through culmination)
 - Completed Student Work Samples (with evidence of individually specific teacher feedback)
 - Homework Assignments and Guides
 - Technology Links (multi-media, laser disc, Internet, etc.)
 - Curriculum Integration Efforts
 - Video-taping of Instruction/Photo Chronology of Unit Sequence
- IV. Personal and Professional Responsibilities:
 - Professional Involvement (District Committees, School Committees, Professional Organizations)
 - Community Projects
 - Research to Practice (professional reading, journals)
 - Team/Grade Level (group-planning notes)
 - Parent Communication (notes, letters, phone calls, surveys, forms, etc.)
 - Coursework (conferences, workshops, presentations, meetings)
 - Collegiality

*Use of technology resources is encouraged in developing artifacts.

Definitions

The Northwestern Teacher Evaluation Committee developed the definitions and operating principles to help everyone develop a better understanding of the new *Professional Evaluation System* and to provide guidance for its fair, consistent, and successful implementation.

Achievement Gap – achievement differential between two groups of students.

Teacher Evaluation Components - the two areas of focus in the *Professional Evaluation System*: 1) Danielson's Framework and 2) Student Growth.

Best Practices – research-based methods that are effective in improving student achievement.

Danielson Framework: *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, by Charlotte Danielson shall be the basis for one area of the *Professional Evaluation System*. This evaluation matrix addresses the domains of *Planning and Preparation*, *Classroom Environment*, *Instruction*, and *Professional Responsibilities*. In each of these domains, a teacher may receive a rating of *Highly Effective*, *Effective*, *Improvement Necessary*, or *Ineffective*.

Differentiated Process – an evaluation process that is responsive to different variations in job assignments and responsibilities.

Documentation – evidence/information that supports or explains a position.

Effective Systems – quality assurance and continuous learning that lead to improved achievement.

Effective Teaching – instructional practices that result in increased student growth, as defined in the practices outlined in the *Effective* and *Highly Effective* categories of the *Teacher Effectiveness Rubric*.

Expected/Satisfactory Student Growth – one year's increase in student achievement for one year in school.

Fewer – less students at and above grade level at the end of the year than at the beginning of the year.

Improvement – student(s) demonstrate more than a year's growth for a year of attendance.

Levels of Performance – there are two levels of performance: at and above grade level or below grade level.

Multiple Measures – the use of more than one test result or measure when providing documentation relative to student growth.

More – additional students at and above grade level at the end of the year than at the beginning of the year.

Most – one more than half.

Performance Ratings – judgment of teacher job performance based upon the Teacher Effectiveness Rubric domains and student growth. According to state requirements, teacher performance shall be rated as: *Highly Effective, Effective, Improvement Necessary, or Ineffective*.

Summative Rating - final rating which takes into account individual ratings on the Teacher Effectiveness Rubric, student growth, and other appropriate documentation.

Student Growth - the second area in the Teacher Evaluation includes the achievements a student attains in academics and other areas, usually determined on the basis of a full academic year.

Trend Down – most students have grown less than a year.

Trend Up – most students have grown a year with at least one student growing more than a year.

Operating Principles

Achievement Gap - generally references the achievement differential between minority and majority students, but can be generalized to all students. In order to close this *gap*, students who are *below grade level* must show student growth in excess of the minimum standard of one year's growth per school year. The *Highly Effective* rating on student growth will focus on the ability of a teacher to bring students who are *below grade level* to *at and above grade level*.

Areas - the revised *Teacher Evaluation System* will have two components, the *Teacher Effectiveness Rubric* and *Student Growth*. Each teacher will receive a *rating* in each area. The two ratings will be merged into a final summative rating of *Highly Effective, Effective, Improvement Necessary, or Ineffective*.

Determination of *More, Same, or Fewer* - for self-contained classroom teachers, the number of students that is the criteria for *more, same, or fewer* shall be one student; for middle and high school teachers, the number of students shall be agreed upon by the principal and teacher at the beginning of the year, dependent on the class configuration for the teacher. If the teacher and principal agree that multiple classes will be included in the growth measure, then the following examples are provided to demonstrate the criteria that must be met: a teacher having six distinct classes would be expected to bring a cumulative total of six students to this level; a teacher teaching three blocks of classes would be expected to bring three students to this level.

Documentation - teachers may provide multiple measures of classroom data, resources accessed, attainment of IEP goals, and/or mitigating circumstances to document student growth to address anomalies that may exist in performance data represented by ISTEP, ECA, etc., and other assessment data. Also, a respective principal and teacher may agree beforehand that alternate growth measures may be appropriate for students with special learning styles or needs. In these cases, a principal also will consider the alternate *documentation* in determining the final summative rating.

Expected Student Growth - one year's growth for each year in school. A year of academic growth should be a minimum expectation for most children after a year of attendance in school. Improved student performance will result in growth that exceeds one year for a year in school. To close the achievement gap, it is essential to see improved student performance.

Expectations for Principals and Teachers - each teacher and principal should review the make-up of a class at the beginning of each year and determine which student(s) may have an extenuating circumstance that might hinder that student's growth during the year or who may need growth measured by supplementary guidelines. If circumstances for a child should change during the year, the teacher and principal should discuss the special needs of that child and determine whether or not an extenuating circumstance may have developed or been eliminated. Principals and teachers should discuss progress being made relative to student growth on a continuing basis throughout the school year.

Expectations Relative to Summative Evaluations It should never be a surprise when one receives an *Ineffective* summative evaluation rating. If an individual is not performing to standards, the principal/evaluator has a responsibility to provide interventions to help that individual move to *Improvement Necessary*, or *Effective*. An evaluation system should never become a "gotcha" system.

Extenuating Circumstances - a teacher is responsible for the growth of all students. However, there may be extenuating circumstances that impact the achievement levels of some students. These factors include but are not limited to behaviors, emotions, health, family issues, attendance, and/or the enrollment date of students. The impact these factors may have on student growth should be identified by the teacher and addressed during the ongoing conversations throughout the year between the teacher and the evaluator, as well as at the summative conference.

First-Year Teachers - each first year teacher will receive a rating on the Teacher Effectiveness Rubric (TER) according to the agreed-upon timeline. If the rating is *Improvement Necessary*, *Effective*, or *Highly Effective*, the teacher would be eligible for contract renewal on the basis of the TER rating. Student growth data will be reviewed at the end of the school year, and the appropriate rating will be given. However, the first year teacher may receive an *Ineffective* summative rating which may be grounds for non-renewal of the contract.

Measurement Indicators:

GROWTH MODEL RATING MATRIX

Highly Effective (4)	More students at or above grade level at the end of the year than at the beginning AND Upward classroom trend
Effective (3)	No clear up or down classroom trend and More students at or above grade level at end of year or Same number of students at or above grade level at end of year OR Overall classroom downward trend and More students at or above grade level at end of year
Improvement Necessary (2)	No clear up or down classroom trend and Fewer students at or above grade level at end of year OR Overall downward classroom trend and Same number of students at or above grade level at end of year
Ineffective (1)	Overall downward classroom trend AND Fewer students at or above grade level at end of year

Multiple Measures - the use of more than one assessment result or measure should be used when reviewing *documentation* relative to student growth. *Multiple Measures* may vary from grade to grade as well as by subject, but in no case would a summative evaluation be based on only one measure.

Indiana Growth Model Ranges - the assessment of student growth for teachers will include scores in both language arts and mathematics in grades 4-8. Student growth must meet the guidelines in both content areas to receive the designated student growth rating.

Purpose of Professional Evaluation - a successful evaluation system should provide formative feedback to assist a staff member in enhancing one's professional performance and summative feedback.

Shared Responsibility - when more than one teacher is significantly engaged in the education of a child, the general education teacher, special education teacher, reading/learning specialist, and/or others will share responsibility for a student's growth. These teachers will collaboratively develop challenging standards-based goals and jointly monitor student progress. In the case of students with an IEP, the IEP can meet this requirement.

Evaluation

The evaluation is the total document that informs teachers about their performance as teachers against an established set of research-based rubrics in both a formative and summative manner. Indiana state law requires that the evaluation be annual and inform the teacher with regard to his/her performance in both the instructional process and his/her ability to help the student make academic progress. At Northwestern School Corporation, data to inform the evaluator will come from two components, Teacher Effectiveness and multiple measures of Student Growth. The evaluation will consist of data gathered from multiple sources which may include but are not limited to the following: observations, conferences, Indiana Growth Model scores, portfolios, journals, artifacts, and student achievement data.

Research-Based Rubric

Northwestern School Corporation has adopted the Charlotte Danielson framework for the teacher effectiveness component. (Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD). In this model, levels of performance are defined as *distinguished, proficient, basic, and ineffective*. To comply with the expectations identified by the State of Indiana, those levels of performance will be defined as *Highly Effective, Effective, Improvement Necessary, and Ineffective*. The Danielson rubric paired with the State of Indiana levels of performance can be defined as follows:

Highly Effective: Teachers lead in a manner in which classrooms and schools become a community of learners with students demonstrating a high level of responsibility in the teaching and learning process.

Effective: Teachers are successful professionals and demonstrate proficiency in the teaching and learning processes.

Improvement Necessary: Teacher content knowledge and instructional skills are demonstrated inconsistently.

Ineffective: Teacher's lack of content knowledge or lack of instructional skills is harmful to the students' learning process.

Purpose of Evaluation

The purpose of the Professional Evaluation System in the Northwestern School Corporation is to create an environment that will ensure quality classroom instruction as well as enhance professional growth for the teacher. The Professional Evaluation System should enhance quality instruction, encourage professional growth of the teacher, and improve student achievement.

Summative Assessment

Upon completion of the final evaluation report, a conference will be held with the principal and teacher in which the teacher and principal will discuss the teacher's performance in the Teacher Effectiveness Rubric component and the student growth component. The two components will be combined to determine a final summative rating of *Highly Effective*, *Effective*, *Improvement Necessary*, or *Ineffective*. Additionally, through the data gathered in the Teacher Effectiveness and Student Growth domains, strategies for professional development will be provided to the teacher. This formative assessment will provide a foundation to assist the teacher in the goal-setting process for the next school year.

Goal Setting

A professional goal shall be achievable and reflect the teacher's desire for professional growth as well as reflect a commitment to corporation goals. The goal will be established and approved by the evaluator at the beginning of the year.

Pre-Observation Conference

The pre-observation conference is a meeting with the teacher and the evaluator to establish an initial observation date and subsequent dates. Prior to the observation, the teacher and evaluator shall discuss the teacher's plans for the instructional activity. Either in that meeting or prior to the meeting, the teacher and evaluator should have discussions regarding the characteristics of the students in the teacher's classroom as well as review the evaluation process including timelines and the formal and informal observation processes.

Observations

Formal

The evaluator shall conduct at least two observations in which data with regard to the instructional process can be recorded from an entire instructional activity. This observation shall be agreed upon in the pre-conference and be at least 30 consecutive minutes.

Informal

Informal observations include any and all things that reflect overall professionalism. Informal observation is ongoing and can take place in a variety of professional environments. It may be considered a part of any or all interactions amongst professionals, parents, and students. It may include:

- Classroom walk-throughs,
- Lesson observations and activities outside the classroom,
- Observations of professional behavior, amongst a variety of individuals including students, colleagues, parents, administrators, or other school staff.

Post–Observation Conference

Within 10 days of any formal observation, the teacher and evaluator shall meet to discuss the recorded observation.

Summative Evaluation Pre-Conference

Once all observations have been completed (formal and informal) and the evaluator is prepared to develop the final evaluation document, a pre-evaluation conference should be conducted. In this pre-evaluation conference, the teacher shall provide data to the principal regarding the growth of students in the classroom for the school year. The teacher shall provide this documentation through test scores, student achievement artifacts, portfolios, journals, etc. If regular conversations are not conducted between the teacher and the evaluator during the school year, this conference will serve as the opportunity for the teacher to identify and discuss any anomalies that may apply to the student growth measurement.

Summative Evaluation Final Conference

Following the pre-conference, the evaluator shall have 10 days to develop a final evaluation which in turn shall be reviewed with the teacher in this conference. During this conversation between the evaluator and the teacher, the summative rating shall be presented to the teacher. If all procedures and processes in the evaluation of the teacher have been performed, it should not be a surprise when the teacher receives a rating of *Highly Effective*, *Effective*, *Improvement Necessary*, or *Ineffective*. If a teacher receives a rating of *Needs Improvement* or *Ineffective*, the evaluator has the responsibility to provide interventions to help the individual move to an *Effective* rating. Any teacher who receives a rating of *Needs Improvement* or *Ineffective* in any domain of the instructional process component shall work with the evaluator to develop a professional assistance and improvement plan.

The evaluation final conference will provide data to evaluators which will determine areas in need of improvement. The evaluator and teacher will develop both individual and collective professional development plans for future implementation.

Examples of Journaling Questions

The following questions are presented for your consideration with regard to reflective journaling:

1. To which part of your curriculum did this lesson relate?
2. How did this learning “fit” in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What were your learning outcomes for this lesson? What did you want the students to understand?
5. How did you engage the students in the learning? What did you do? What did the students do? Did the students work in groups, individually, or as a large group? Provide any worksheets or other materials the students used.
6. How did you differentiate instruction for different individuals or groups of students in the class?
7. How and when did you know whether the students learned what you intended?
8. Were there any changes you made based upon the results of this lesson?

Forms

The following forms are available for teacher and evaluator (Copies are attached):

PES Form 1 – Pre-Conference Data

PES Form 2 – Pre-Observation Data

PES Form 3 – Observation Data

PES Form 4 – Evaluator Summative of Professional Evaluation Rubric

PES Form 5 – Professional Evaluation Monitoring Sheet

PES Form 6 – Summative Evaluation Form

PES Form 7 – Voluntary Peer Assistance Plan

PES Form 8 – Mandatory Peer Assistance Plan

PRE-CONFERENCE DATA

Teacher: _____

Administrator: _____

Date: _____

Domain: _____

Component: _____

1. What's Working:

2. Goal for the Year:

3. Teacher's Next Steps:

4. Administrator's Next Steps:

Next Meeting Date: _____

Focus: _____

Classes for growth measure:

Category 1 _____

Category 2 _____

Category 3 _____

Category 4 _____

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • Demonstrating Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Setting Instructional Outcomes • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Designing Student Assessments 	<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Participating in a Professional Community • Growing and Developing Professionally • Showing Professionalism 	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • Communicating with Students • Using Questioning and Discussion Techniques • Engaging Students in Learning • Using Assessment in Instruction • Demonstrating Flexibility and Responsiveness

PRE-OBSERVATION DATA

Teacher: _____

Subject Area: _____

Planned Observation Date: _____

Lesson Objective

(The teacher and administrator discuss the lesson objective.)

How will the objectives be met? What assessments will be used?

(The teacher discusses the lesson with the administrator. It should include the bell ringer, how the lesson will be introduced, how the lesson will be instructed, and any review that will take place and how it will be assessed, i.e., homework, quiz, test.)

Is there any part of the lesson that you would like for me to pay specific attention to? What type of feedback would you like after my observation?

(This section is used to provide specific feedback if a teacher is trying something new in his/her classroom or if he/she wants feedback on classroom management, use of technology, etc.)

OBSERVATION DATA

Name of Teacher: _____ School: _____

Date of Observation: _____ Class: _____

Strengths of the Observation:

Areas for Growth:

We have conducted a conversation on the above items and the Teacher Effectiveness Rubric has been reviewed.

___ **The area of growth noted above indicates the potential for an *Ineffective* teacher rating. A Mandatory Peer Assistance Plan shall be put in place.**

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Evaluator Summative of Teacher Evaluation Rubric
Evaluators must circle one competency level in each component.

Domain 1: Planning and Preparation

Teacher's Name: _____

Year: _____

Component	Ineffective	Improvement Necessary	Effective	Highly Effective
1a <i>Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practices display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practices reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practices reflect solid knowledge of the content, prerequisite relations between important concepts of the instructional practices specific to that discipline.	Teacher's plans and practices reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b <i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources and attains this knowledge for individual students.
1c <i>Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and are adapted, where necessary, to the needs of individual students.
1d <i>Demonstrating knowledge of resources.</i>	Teacher demonstrates little or no familiarity with resources to enhance his/her own knowledge, to use in teaching, or to use with students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance his/her own knowledge, to use in teaching, or to use with students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the range of resources available through the school or district to enhance his/her own knowledge, to use in teaching, or for use with students who need them.	Teacher seeks out varied resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his/her own knowledge, to use in teaching, and to use with students who need them.
1e <i>Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrate partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit displays a highly coherent structure.
1f <i>Designing student assessment</i>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Total Ratings

Ineffective _____

Improvement Necessary _____

Effective _____

Highly Effective _____

Evaluator Summative of Teacher Evaluation Rubric
Evaluators must circle one competency level in each component.

Domain 2: Classroom Environment

Teacher's Name: _____

Year: _____

Component	Ineffective	Improvement Necessary	Effective	Highly Effective
2a <i>Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or individual differences and are characterized by sarcasm, insults, or conflict.	Classroom interactions, both between teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or individual differences among students.	Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and individual differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, care, and sensitivity to students' cultures and individual differences. Students themselves ensure a high level of civility among members of the class.
2b <i>Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempts to create a culture for learning are partially successful with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and students demonstrating pride in work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c <i>Managing classroom procedures</i>	Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties have been established but function unevenly or inconsistently with some loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties have been established and function smoothly with little loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are seamless in their operation with students assuming considerable responsibility for their smooth functioning.
2d <i>Managing student behavior</i>	There is no evidence that standards of conduct have been established; little or no evidence of teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students, tries to monitor student behavior, and responds to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e <i>Organizing physical space</i>	Teacher makes poor use of the physical environment resulting in unsafe or inaccessible conditions for some students, or a significant mismatch exists between the physical arrangement and the lesson activities.	Teacher's classroom is safe and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	Teacher's classroom is safe and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully as appropriate to the lesson.

Total Ratings

Ineffective _____

Improvement Necessary _____

Effective _____

Highly Effective _____

Evaluator Summative of Teacher Evaluation Rubric
Evaluators must circle one competency level in each component.

Domain 3: Instruction

Teacher's Name: _____

Year: _____

Component	Ineffective	Improvement Necessary	Effective	Highly Effective
3a <i>Communicating with students</i>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students' cultures or levels of development.	Teacher's oral and written communication contains no errors but may not be completely appropriate to students' cultures or levels of development. It may require further elaboration to avoid confusion.	Teacher communicates clearly and accurately to students both orally and in writing. Communications are appropriate to students' cultures and levels of development.	Teacher's oral and written communication is clear, expressive, and appropriate to students' cultures and levels of development. It also anticipates possible student misconceptions.
3b <i>Using questioning and discussion techniques</i>	Teacher makes poor use of questioning and discussion techniques with low-level or inappropriate questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven. Some high-level questions, attempts at true discussion, and moderate student participation are present.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and participation by all students.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and assume the responsibility for the participation of all students in the discussion.
3c <i>Engaging students in learning</i>	Students are not at all intellectually engaged in learning as a result of groupings, activities or materials inappropriate to their cultures or levels of understanding, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially in significant learning, resulting from groupings, activities or materials culturally or developmentally appropriate to only some students, or uneven lesson structure or pacing.	Students are intellectually engaged throughout the lesson in significant learning with appropriate groupings, activities and materials, instructive presentations of content, and suitable lesson structure and pacing.	Students are highly intellectually engaged throughout the lesson in significant learning and make material contributions to the representation of content, groups, activities, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d <i>Using assessment in instruction</i>	Assessment is not used in instruction either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to student questions, needs, and interests during a lesson and seeks to ensure the success of all students.	Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs, and interests.	Teacher is highly responsive to individual students' needs, interests, and questions. Teacher even makes major lesson adjustments as necessary to meet instructional goals and persists in ensuring the success of all students.

Total Ratings

Ineffective _____

Improvement Necessary _____

Effective _____

Highly Effective _____

Evaluator Summative of Teacher Evaluation Rubric
Evaluators must circle one competency level in each component.

Domain 4: Professional and Personal Responsibilities

Teacher's Name: _____

Year: _____

Component	Ineffective	Improvement Necessary	Effective	Highly Effective
4a <i>Reflecting on teaching</i>	Teacher's reflection on the lesson does not provide an accurate or objective description of the events of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive and cites specific examples that were not fully successful for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b <i>Maintaining accurate records</i>	Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient, and effective, and students contribute to its maintenance.
4c <i>Communicating with families</i>	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program, but communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner with students participating in the communication. Teacher successfully engages families in the instructional program as appropriate.
4d <i>Participating in a professional community</i>	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community and in school and district events and projects; teacher maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community and in school and district events and projects; teacher assumes a leadership role with colleagues.
4e <i>Growing and developing professionally</i>	Teacher does not participate in professional development activities even when such activities are clearly needed for the development of teaching skills, and teacher is resistant to feedback from colleagues.	Teacher's participation in professional development activities is limited to those that are convenient or are required. Teacher accepts feedback from colleagues with some reluctance.	Teacher seeks out opportunities for professional development based on an individual assessment of need and welcomes feedback from colleagues.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers. In addition, teacher seeks out feedback from colleagues.
4f <i>Demonstrating professionalism</i>	Teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and teacher complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices and procedures guarantee that all students, particularly those traditionally underserved, are honored in the school. Teacher displays the highest standards of ethical conduct.

Total Ratings

Ineffective _____

Improvement Necessary _____

Effective _____

Highly Effective _____



PROFESSIONAL EVALUATION – MONITORING SHEET

TEACHER: _____

PRIMARY EVALUATOR: _____

SCHOOL(S): _____ SCHOOL YEAR: 20__ - 20__

ASSIGNMENT(S): _____

PROBATIONARY: _____ ESTABLISHED: _____ PROFESSIONAL: _____

DATE COMPLETED:

I. IDENTIFY PROFESSIONAL GOALS BY OCTOBER 31. _____

II. CLASSROOM OBSERVATION(S) AND CONFERENCE(S) (Include copies.):

a. Dates of Observation: _____

b. Dates of Corresponding Conferences: _____

III. MID-YEAR CONFERENCE DATE (if necessary): _____

IV. FINAL SUMMATIVE EVALUATION CONFERENCE DATE: _____

SUMMATIVE EVALUATION FORM

Name of Teacher: _____ School: _____
 Grade Level(s): _____ Subject(s): _____
 Name of Evaluator: _____ Date: _____
 PROBATIONARY: _____ ESTABLISHED: _____ PROFESSIONAL: _____

The narrative sections below for the summative evaluation/rating strengths and weaknesses should include comments addressing the four domains of Planning and Preparation, Classroom Environment, Instruction, and Personal & Professional Responsibilities as well as Student Growth.

Areas of Strength:

Areas for Further Development:

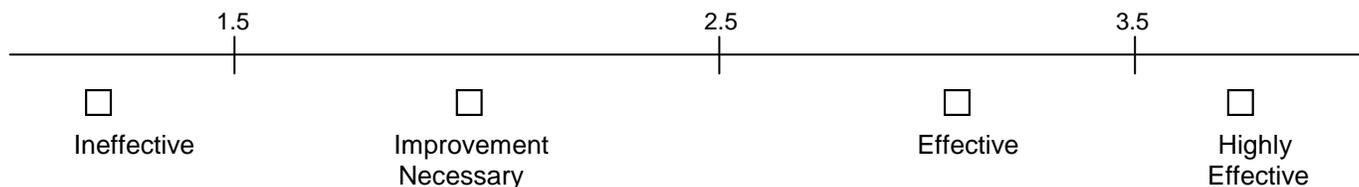
Teacher Effectiveness Rating

Domain	1	_____	x	12.5%	=	_____
	2	_____	x	12.5%	=	_____
	3	_____	x	12.5%	=	_____
	4	_____	x	12.5%	=	_____
TER Final Rating						_____ = (A)

Student Growth – 2 of the following

IN Growth Model	_____	x	21%	=	_____
OR					
Category 1	_____	x	20%	=	_____
Category 2	_____	x	20%	=	_____
Category 3	_____	x	20%	=	_____
School Wide Measure	_____	x	9 or 10	=	_____
TOTAL					_____ = (B)

Final Professional Evaluation System Score: A + B = _____



 Teacher's Signature *

 Date

 Evaluator's Signature

 Date

**Teacher's signature indicates only that the teacher has read this report.*

ATTACH ALL OBSERVATION DOCUMENTATION.

Voluntary Peer Assistance Plan

1. Identification of the improvement areas relative to the Professional Competency Domains of the Teacher Effectiveness Rubric:

2. Identification of the Mentor:

3. Identification of other individuals involved in the Voluntary Peer Assistance Plan:

4. Identification of activities/procedures to be initiated and utilized:

5. Identification of resources necessary for the assistance plan:

6. Teacher verification of the progress made at the conclusion of the designated timeline
_____ professional development areas identified, resolved, no further action necessary
_____ professional development areas identified, progress noted, continuation of Voluntary Peer Assistance Plan

Teacher Signature

Date

Principal Signature

Date

<u>Date</u>	<u>Activity</u>	<u>Initials</u>
_____	Concerns Identified	_____
_____	Mentor Selected	_____
_____	Plan Developed	_____
_____	Implementation Activities	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____

Mandatory Peer Assistance Plan

1. Identification of the concerns relative to the Professional Competency Domains of the Teacher Effectiveness Rubric:

2. Identification of the Mentor:

3. Identification of other individuals involved in the assistance plan:

4. Identification of activities/procedures to be initiated and utilized:

5. Identification of resources necessary for the Mandatory Peer Assistance Plan:

6. Teacher verification of the progress made at the conclusion of the designated timeline
 - _____ concerns identified, resolved, no further action necessary
 - _____ concerns identified, progress noted, continuation of agreed upon procedures, timelines, and resources, teacher could request implementation of the Voluntary Peer Assistance Plan and/or;
 - _____ concerns remain, remain unresolved, principal continues Mandatory Peer Assistance Plan
 - _____ concerns remain, principal designates teacher as *Ineffective* and proceeds to Summative Evaluation Conference

Teacher Signature

Date

Principal Signature

Date

Indiana School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website – <https://learningconnection.doe.in.gov> – within the “IDOE-Developing New Indiana Evaluations” community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleck Education Services at fleckeducation@gmail.com or 317-748-0108.

DOMAIN 1: PURPOSEFUL PLANNING School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competencies	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
1.1 Utilize Assessment Data to Plan	Counselor does not use student achievement data or survey results when planning.	Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate: - Annual program goals and student academic, career and personal/social goals..	Counselor uses student achievement, achievement-related, survey and other student data to formulate plans. : - Annual program goals and student academic, career and personal/social goals.	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding
1.2 Set Ambitious and Measurable Program and Student Goals	Counselor does not set – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor rarely sets – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Shares plan with administrator(s) and school staff
1.3 Plan, Organize, Deliver and Manage Effective Counseling Program	Counselor does not complete - Planning, - Organizing, - Delivering or - Management of an effective counseling program	Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program	Counselor participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Follows a state or national comprehensive school counseling model according to standards
1.4 Develop Standards-Based Lessons and Assessments	Counselor does not Identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth	Counselor rarely - identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/surveys for assessing growth	Based on program and student goals counselor: - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Creates well-designed assessments and/or surveys based on state or national standards
1.5 Track Student Data and Analyze Progress	Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system	Counselor rarely uses a data tracking system for: - Recording student assessment/ progress data. Counselor may not: - Use data to analyze student progress towards mastery or to plan future lessons/units	Counselor uses an effective data tracking system for: - Recording student assessment/ progress data and analyzing student progress towards mastery	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Uses assessment/progress data in planning future lessons/units accordingly.

NOTE: Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counseling Services

Schools that do not expect their School Counselors to provide classroom guidance instruction, may use only Domain 2B.

DOMAIN 2A: EFFECTIVE CLASSROOM GUIDANCE Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting.

Competencies	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Competency 2.1A: Develop student understanding and mastery of lesson objectives	Counselor is ineffective at developing student understanding and mastery of lesson objectives	Counselor needs improvement at developing student understanding and mastery of lesson objectives	Counselor is effective at developing student understanding and mastery of lesson objectives	Counselor is highly effective at developing student understanding and mastery of lesson objectives
	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or counselor may fail to make this connection for students. - Counselor may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective. 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Counselor attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<ul style="list-style-type: none"> <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Counselor effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection
Competency 2.2A: Demonstrate and Clearly Communicate Content Knowledge to Students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students
	<ul style="list-style-type: none"> - Counselor may deliver information that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Counselor continues with providing information, even when it is obvious that students are not understanding content - Counselor does not emphasize main ideas, and students are often confused about content - Counselor fails to use developmentally appropriate language - Counselor does not impart relevant information 	<ul style="list-style-type: none"> -Counselor delivers information that is factually correct - Information occasionally lacks clarity and is not as well organized as it could be - Counselor may fail to restate or rephrase information in multiple ways to increase understanding - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Counselor does not always impart relevant information learned via professional development 	<ul style="list-style-type: none"> - Counselor demonstrates content knowledge and delivers information that is factually correct - Information is clear, concise and well-organized - Counselor restates and rephrases information in multiple ways – where necessary - to increase understanding - Counselor emphasizes key points or main ideas in content - Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development 	<ul style="list-style-type: none"> <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content -

Competency 2.3A: Create Culture of Respect and Collaboration	Counselor is ineffective at creating a culture of respect and collaboration	Counselor needs improvement at creating a classroom culture of respect and collaboration	Counselor is effective at creating a culture of respect and collaboration	Counselor is highly effective at creating a classroom culture of respect and collaboration
	<ul style="list-style-type: none"> - Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior 	<ul style="list-style-type: none"> - Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - Counselor may occasionally praise positive behavior 	<ul style="list-style-type: none"> - Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior
Competency 2.4A: Set High Expectations for Academic Success	Counselor is ineffective at setting high expectations for student success.	Counselor needs improvement at setting high expectations for academic success.	Counselor is effective at setting high expectations for academic success.	Counselor is highly effective at setting high expectations for academic success.
	<ul style="list-style-type: none"> - Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior 	<ul style="list-style-type: none"> - Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others 	<ul style="list-style-type: none"> - Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work. 	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important

DOMAIN 2B: EFFECTIVE COUNSELING SERVICES Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

Competencies	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Competency 2.1B: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning	<p>Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.</p> <ul style="list-style-type: none"> - Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable 	<p>Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.</p> <ul style="list-style-type: none"> - Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable 	<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"> - Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation 	<p>Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Laws, rules, policies and ethical standards are reviewed on an annual basis

Competency 2.2B: Provide counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed
	<ul style="list-style-type: none"> - Needs of students are not adequately 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> -Works well with school staff and administrators to facilitate identification of students in need of services
Competency 2.3B: Develop student understanding of safety, survival and prevention skills	Counselor is ineffective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor is highly effective at developing student understanding of safety, survival and prevention skills
	<ul style="list-style-type: none"> - 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 - Prevention programming or interventions do not exist 	<ul style="list-style-type: none"> - 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 - Prevention programming or interventions utilized inconsistently 	<ul style="list-style-type: none"> - 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 - Prevention programming or interventions utilized as necessary 	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> - Delivers prevention training program to students
Competency 2.4B: Connect student learning to future plans	Counselor is ineffective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is highly effective at connecting student learning to future plans
	<ul style="list-style-type: none"> - Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning 	<ul style="list-style-type: none"> - Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning 	<ul style="list-style-type: none"> - Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning 	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> - Counselor utilizes resources outside of the school setting frequently

Competency 2.5B: Supports students in assessment interpretation and goal-setting	Counselor is ineffective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is highly effective at interpreting assessment results and student goal-setting
	- Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting	- Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting	- Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Assessment interpretation and goal-setting is systematic and well-planned

DOMAIN 3: COUNSELOR LEADERSHIP Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
3.1 Contribute to School Culture	Counselor will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Counselor may not: - Frequently dedicates time to help students and peers efficiently outside of class	Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.	Counselor will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers
3.2 Collaborate with Peers	Counselor will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Counselor may not: - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.	Counselor will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities
3.3 Seek Professional Skills and Knowledge	Counselor will: - Attend all mandatory professional development opportunities Counselor may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning	Counselor will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions
3.4 Advocate for Student Success	Counselor will: - Display commitment to the education of all his/her students Counselor may not: - Advocate for students' needs	Counselor rarely or never displays commitment to the education of his/her students. Counselor accepts failure as par for the course and does not advocate for students' needs.	Counselor will: - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success
3.5 Engage Families in Student Learning	Counselor will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Counselor may not: - Proactively reach out to parents to engage them in student learning	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.	Counselor will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a

				timely and positive manner, when necessary
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Core Professionalism Rubric

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

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

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

AISLE School Librarian Evaluation Rubric
Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

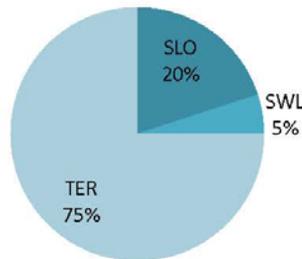
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)
SLO=Student Learning Objective
SWL=School-Wide Learning Measure

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p>	<p>School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p><i>- The goal for the program is established by not communicated with appropriate stakeholders.</i></p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>
	<p>Notes 1.2</p> <p>1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.</p>				
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	<p>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p>	<p>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>
	<p>Notes 1.3</p> <p>1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.</p>				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
<p>Notes 1.4</p> <p>1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.</p>					
1.5	Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	<p>Notes 1.7</p> <p>1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.</p>				
1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	<p>Notes 1.8</p> <p>1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.</p>				

AISLE School Librarian Evaluation Rubric

Domain 2: Effective Instruction

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

For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define “some” as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Creating an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students’ learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

AISLE School Librarian Evaluation Rubric

2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	<p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<p>School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct</p> <ul style="list-style-type: none"> - Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development 	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct</p> <ul style="list-style-type: none"> - Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development 	<p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> - Librarian may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language
	Notes 2.2	1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.			

AISLE School Librarian Evaluation Rubric

2.3	Engage Students in Academic Content	<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content 	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content
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AISLE School Librarian Evaluation Rubric

	<p>Notes 2.3</p> <ol style="list-style-type: none">1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.
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AISLE School Librarian Evaluation Rubric

2.4	Check for Understanding	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson
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AISLE School Librarian Evaluation Rubric

2.6	Maximize Instructional Time	<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following: <i>- All students are on-task and follow instructions of Librarian without much prompting</i></p>	<p>School librarian is effective at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are well-executed.</i> <i>- Almost all students are on-task and follow instructions of librarian without much prompting</i> <i>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</i></p>	<p>School librarian needs improvement at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are in place.</i> <i>- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task</i> <i>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem</i></p>	<p>School librarian is ineffective at maximizing instructional time.</p> <p><i>- There are few or no evident routines or procedures in place.</i> <i>- Even with significant prompting, students frequently do not follow directions and are off-task</i> <i>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</i> <i>- Classroom management is generally poor and wastes instructional time</i></p>
2.7	Assisting students in the use of technology in the Media Center	<p>School librarian proactively initiates sessions to assist students and teachers in the use of technology.</p>	<p>School librarian institutes sessions to assist students and teachers in the use of technology.</p>	<p>School librarian assists students and teachers in the use of technology when specifically asked to do so.</p>	<p>School librarian declines to assist students and teachers in the use of technology.</p>
<p>Notes 2.7</p> <ol style="list-style-type: none"> 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students. 					
2.8	Collaborating with teachers in the design of instructional units and lessons	<p>School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.</p>	<p>School librarian initiates collaboration with classroom teachers in the design of instructional lessons.</p>	<p>School librarian collaborates with classroom teachers in the design of instructional lessons.</p>	<p>School librarian declines to collaborate with classroom teachers in the design of instructional lessons.</p>

AISLE School Librarian Evaluation Rubric

2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
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AISLE School Librarian Evaluation Rubric

Domain 3: Leadership

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

		Level of Performance			
Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.	
Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.					
3.2 Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.	
Notes 3.2 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.					
3.3 Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.	

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January 28, 2012

AISLE School Librarian Evaluation Rubric

3.4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	Preparing and submitting reports and budgets	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	Participating in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

AISLE School Librarian Evaluation Rubric

3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	<p>Notes 3.8</p> <ol style="list-style-type: none"> 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly. 				

AISLE School Librarian Evaluation Rubric

Domain 4: Core Professionalism

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

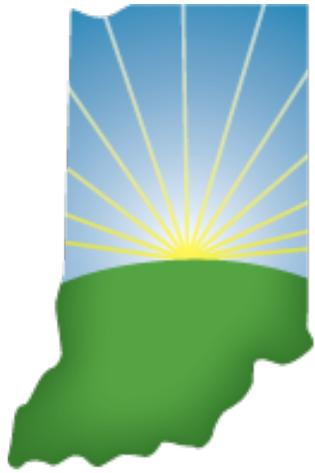
Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences.*	Individual has not demonstrated a pattern of unexcused absences.*
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation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

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

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.
2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.
3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

AISLE School Librarian Evaluation Rubric

3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
<p>Notes 3.8</p> <ol style="list-style-type: none"> 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly. 					



RISE

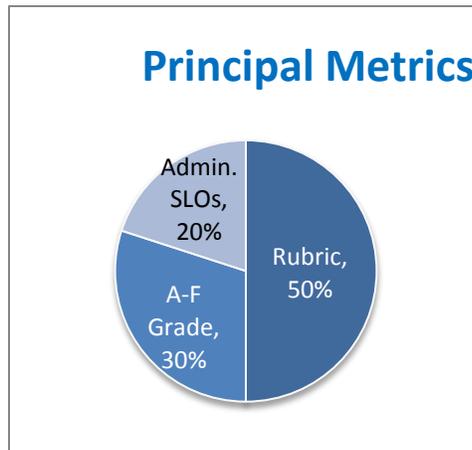
Evaluation and
Development System

NORTHWESTERN SCHOOL CORPORATION

Indiana Principal Effectiveness Rubric

RISE Principal Metrics and Summative Scoring

50% Leadership Outcomes, 50% Student Learning Data



LEADERSHIP OUTCOMES (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.

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

STUDENT LEARNING DATA (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

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, 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.

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

Elementary /Middle School 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.

HS 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 number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10th-12th grade students will increase to 1175.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of 10th- 12th grade students gaining college credit in dual credit courses from 20 to 35 by the end of the school year.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

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.

ROLLING UP THE SCORE

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

Scale

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.

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the rubric.

What research and evidence support the Principal Effectiveness Rubric?

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPPH Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective principals much focus upon.

What about other areas (e.g. student discipline, school climate and safety)?

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and plant manager. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate principals takes on greater importance.

In reviewing leadership frameworks as part of the development of the Principal Effectiveness Rubric, the goal was not to create a principal evaluation that would try to be all things to all people. Rather, the rubric focuses unapologetically on evaluating the principal's role as driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. Moreover, this focus reflects a strong belief that if a principal is evaluated highly on this particular instrument, he/she will likely be effective in areas not explicitly touched upon in the rubric such as school safety or school operations.

This is not to say that principals should not be evaluated in these other areas. In fact, schools and districts that elect to utilize the rubric are encouraged to add or develop additional indicators. Any additions should supplement, not supplant, the indicators already outlined in the rubric.

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

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles¹:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

¹ Informed by The New Teacher Project's *The Widget Effect* (2009).

Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Human Capital Manager					
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"> Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). 	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school. 	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions. 	<p>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions²; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2	Evaluation of teachers	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal does not prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers ; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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"> – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed. 	<p>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.
1.1.6	Strategic assignment³	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>Principal <u>does not</u> use staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

³ This indicator obviously assumes there is ability of leader to make these decisions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
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"> – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. 	Principal supports a school-wide instructional vision and/or mission by: <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	Principal supports a school-wide instructional vision and/or mission by: <ul style="list-style-type: none"> – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. 	Principal <u>does not</u> support a school-wide instructional vision and/or mission by: <ul style="list-style-type: none"> – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations At Level 4, a principal fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers. 	Principal uses classroom observations to support student academic achievement by: <ul style="list-style-type: none"> – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	Principal uses classroom observations to support student academic achievement by: <ul style="list-style-type: none"> – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	Principal uses classroom observations to support student academic achievement by: <ul style="list-style-type: none"> – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.

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

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3.2	Rigorous Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Ensuring teachers' SLOs define desired outcomes; Ensuring assessments used correspond to the appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student data is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Assessing baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing for outcomes to be benchmarked to less than typical growth; Failing to assess baseline knowledge of students; Failing to select assessments that are appropriately aligned to content standards.
1.3.3	Instructional time	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> Removing all sources of distractions of instructional time; Promoting the sanctity of instructional time; Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> Removing major sources of distractions of instructional time; Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<p>Principal <u>does not</u> support instructional time by:</p> <ul style="list-style-type: none"> Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; Rarely or never promoting the sanctity of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

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

		feedback.			
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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"> – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

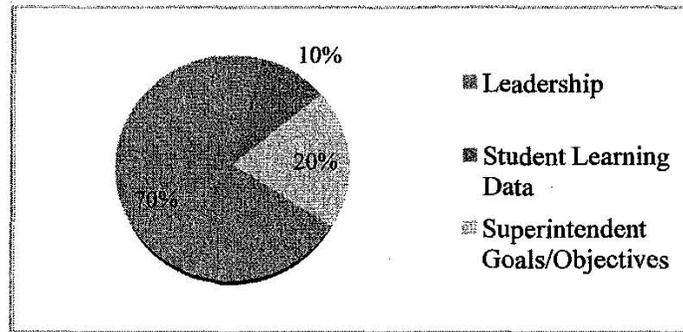
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	Culture of urgency	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Ensuring the culture of urgency is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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2.2	Communication	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. 	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication. 	<p>Principal <u>does not</u> skillfully and clearly communicate by:</p> <ul style="list-style-type: none"> – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	Forging consensus for change and improvement	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	<p>Principal <u>does not</u> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

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

ISBA/IAPSS Superintendent Evaluation Metrics

[Example]: 70% Leadership Outcomes, 20% Student Learning Data,
10% Superintendent Goals/Objectives



LEADERSHIP OUTCOMES (70%):

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

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (10%):

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

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

APPENDIX B

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.				
1.1	<p>The superintendent effectively recruits, hires, assigns, and retains school leaders.</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>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</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>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</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>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.4</p> <p>The superintendent provides evidence of delegation and trust in subordinate leaders.</p>	<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>
<p>1.5</p> <p>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</p>	<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)	
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.					
2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</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>The superintendent demonstrates evidence of student improvement through student achievement results.</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>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	<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)	
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	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	The superintendent organizes time and projects for effective leadership.	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)	
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.					
4.1	<p>The superintendent demonstrates effective communication with parents and community.</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>The superintendent forges consensus for change and improvement throughout the school corporation.</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>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<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>	<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.</p>	<p>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.</p>
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	<p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members when needed.</p>	<p>The superintendent has little communication with the school board outside of meetings.</p>
4.5	The superintendent encourages open communication and dialogue with school board members.	<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>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>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.</p>	<p>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.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
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.					
5.1	<p>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</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>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</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>

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
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.					
6.1	<p>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.</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>The superintendent demonstrates personal proficiency in technology implementation and utilization.</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	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).	<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	The superintendent provides responsible fiscal stewardship.	<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	The superintendent demonstrates compliance with legal requirements.	<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>