Staff Performance Evaluation Plan Submission Coversheet

SY 2018-19

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

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

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission.

School Corporation Name:	School Town of Munster
School Corporation Number:	4740

Annual Evaluations			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate ***all*** certificated employees, including teachers, administrators, counselors, principals and superintendents	3-8, 149, 151, 152, 218-222
Objective Measures of Student Achievement and Growth			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Objective measures of student achievement and growth significantly inform ***all*** certificated employees evaluations	IC 20-28-11.5-4(c)(2)	• Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent	8, 23, 144, 161-168, 178-179, 223-225
☒ Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	• Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8. • For more information regarding IGM, click here.	8-23, 143-144, 161-168, 178-179, 223-225
☒ Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: ○ Student Learning Objectives (SLOs), SMART goals ○ Corporation- or classroom-level student learning measures for non-tested grades and subjects ○ Other student learning measures for non-teaching staff ○ School-wide learning measures (*e.g.,* A-F accountability grade)	8-23, 162-163, 223
Rigorous Measures of Effectiveness			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	• Observation rubrics - for ***all*** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.,* surveys)	5-7, 26-128, 153-160, 185-216, 219-222, 226-236

Designation in Rating Category			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	3-4, 24, 144, 150, 166-168, 218, 224-225
☒ A definition of negative impact for certificated staff with statewide assessments ☒ A definition of negative impact for certificated staff without statewide assessments ☒ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	• Definition of **negative impact** on student growth for grades and subjects measured and not measured by statewide assessments • Description of the process for modifying a final summative rating for negative growth • For more information regarding Negative Impact, click here.	8, 144, 150, 218
☒ 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)	• Summative scoring process that yields placement into each performance category • Process for scoring student learning measures • Weighting (broken down by percentage) of all evaluation components	23-24, 143-144, 166-168, 224-225

Evaluation Feedback			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	5-6, 130-131, 136-142, 151-152, 156, 174-177, 220

Evaluation Plan Discussion			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	2-5

Evaluators			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	• Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	3, 6-7, 25, 154-155, 169
☒ Teachers acting as evaluators (*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(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	No Teachers serve as evaluators 25, 154-155, 169, 219
☒ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	25, 152-157, 169
Feedback and Remediation Plans			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ 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(a)	System for delivering summative evaluation results to employees	4, 25, 168, 225
☒ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	• Remediation plan creation and timeframe • Process for linking evaluation results with professional development	130-131, 139-142, 180-183
☒ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	130, 139-142, 180-183
☒ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	130
Instruction Delivered by Teachers Rated Ineffective			
Requirement	**Statutory / Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
☒ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	130
☒ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	130

SCHOOL TOWN of MUNSTER

Munster Teacher Evaluation Plan

Effective 2018-2019

School Town of Munster
Teacher Evaluation Plan

The purpose of this handbook is to outline and explain the School Town of Munster (STM) Teacher Evaluation Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model by using a rubric developed by Charlotte Danielson. During the 2011-2012, 2012-2013, and 2013-2014 school years, a committee met several times to develop this handbook. It was refined during the 2014-15 school year through a pilot program with volunteer teachers. It was first implemented during the 2015-16 school year and revised after the 2016-17 school year. The committee involved in the review and revision of the plan included the following people:

2017-18 Committee Members
Kelly Barnes Teacher, Munster High School
Sarah Barsic, Teacher, Wilbur Wright Middle School
Kevin Clyne, Teacher, Munster High School
Michelle Hunt, Teacher, Frank Hammond Elementary
Ruth LaBuda, Teacher, Elliott Elementary School
Andrew Robinson Teacher, Munster High School
Karey Shanks, Teacher, Elliott Elementary School
Linda Bevil, Principal, Eads Elementary School
Andrew Sargent, Principal, Wilbur Wright Middle School
Mike Wells, Principal, Munster High School
Steven Tripenfeldas, Assistant Superintendent

The following handbook represents a collaborative effort that ensures the STM Teacher Evaluation plan complies with IC 20-28-11.5 and 511 IAC 10-6.
It was presented to the School Board in April of 2015 with a revised plan presented to the School Board in 2017.

Guiding Principles

- Nothing the School Town of Munster can do for our students matters more than giving them effective teachers. Research has proven this time and again. We need to do everything we can to give all teachers the support they need to do their best work, because when they succeed, our students succeed.
- Teachers deserve to be treated like professionals. The STM evaluation system gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. The School Town of Munster is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn conducted by evaluators who have received specific training on applying the Danielson Framework for Teaching.

Legislative Context

- IC 20-28-11.5 contains 3 main requirements for the evaluation of all certified teaching staff:
    - Every teacher must receive an evaluation annually;
    - Every evaluation system must include four performance categories:
        - Highly Effective
        - Effective
        - Improvement Necessary
        - Ineffective; and
    - Every evaluation system must incorporate measures of student growth and achievement as a significant portion of a teacher's evaluation.
    -

Performance Level Ratings

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

- **Highly Effective: A *highly effective* teacher <u>consistently exceeds</u> expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* teacher <u>consistently meets</u> expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* <u>requires</u> <u>a change in performance</u> before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. In aggregate, the students of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective: An *ineffective* teacher <u>consistently fails</u> to meet expectations.** This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive

student learning outcomes. The *ineffective* teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Core Professionalism will be part of the evaluation as well and is addressed separately from the first four domains.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference

August – December

- Evaluator makes classroom observations and provides feedback

November – February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion

January – May

- Evaluator continues to make classroom observations and provide feedback

May – June

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation. (The timing of completing the summative evaluation will be based upon the availability of student and/or school performance data provided by the State of Indiana.)

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference – the teacher meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
For teachers with less than 3 years at STM OR any teacher who was rated *Improvement Necessary* or *Ineffective* within 5 years						
Extended	Minimum of 30 Minutes	2 per year (1 each semester)	Yes	Yes	Within 5 work days	Evaluator's Discretion
Short	10-30 minutes	3 per year (min. 1 per semester)	Optional	Optional	Within 3 work days	No
For veteran teachers (3 years or more at STM)						
Extended	Minimum of 30 Minutes	1 per year (Before Feb. 1).	Yes	Yes	Within 5 work days	Evaluator's Discretion
Short	10-30 minutes	2 per year (1 each semester)	Optional	Optional	Within 3 work days	No

Forms
Pre-Observation Form (Form 1)
Post-Observation Form (Forms 2 & 3)
If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion)

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher new to the School Town of Munster with less than 3 total years of teaching experience.

Optional Forms
Mid-Year Professional Practice Check-In Form (Form 4)

Step 4 – Teacher Effectiveness Rubric: Scoring

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning & preparation and professional responsibilities. See Teacher Effectiveness Rubric Domains 1 and 4.

2. **The primary evaluator uses professional judgment to establish four, final ratings in Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first four domains. The final domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

   It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

   At this point, each evaluator should have ratings in the first four domains that range from scores of 1 (Unsatisfactory) to 4 (Distinguished).

   Scoring Requirement: Planning/preparation and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (Unsatisfactory) or 2 (Basic) in Instruction, he or she cannot receive a rating of 4 (Distinguished) in Planning and Preparation.

3. **The primary evaluator uses established weights to calculate one rating for domains 1-4.** Each of the four final domain ratings is weighted according to importance and summed to form one rating for domains 1-4. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions.
   These are reflected in:
   Domain 1: Planning & Preparation (15%)
   Domain 2: Classroom Environment (15%)
   Domain 3: Instruction (60%)
   Domain 4: Professional Responsibilities (10%).

For the Title 1 Coordinator the domains and weights are as follows:
Domain 1: Leadership (25%)
Domain 2: Personal behavior (25%)
Domain 3: Instruction (25%)
Domain 4: Professional Responsibilities (25%)

4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession and includes the indicators of attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standards*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

   Scoring Requirement: 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

Domains 1-4 Teacher Effectiveness Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1—Planning & Preparation		15 %	
Domain 2—Classroom Environment		15 %	
Domain 3—Instruction		60%	
Domain 4—Professional & Personal Responsibilities		10 %	
Sum of Weighted Scores for Domains 1 - 4			
Domain 5—Core Professionalism			
Final Teacher Effectiveness Score			

Domains 1-4 Title 1 Coordinator Effectiveness Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1—Planning & Preparation		25 %	
Domain 2—Classroom Environment		25 %	
Domain 3—Instruction		25%	
Domain 4—Professional & Personal Responsibilities		25 %	
Sum of Weighted Scores for Domains 1 - 4			
Domain 5—Core Professionalism			
Final Teacher Effectiveness Score			

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Score for Domains 1-4
3. Determine if a point deduction is needed for Core Professionalism Rating

Final Teacher Effectiveness Rubric Score, _____

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating.

Review of Components – Each teacher's summative evaluation score will be based on the following components and measures:

1. **Professional Practice – Assessment of instructional knowledge and skills**
   Measure: Danielson Teacher Effectiveness Rubric (TER)
2. **Student Learning – Contribution to student academic progress**
   Measure: Individual Growth Model (IGM) – IDOE's 1-4 Ratings
   Local Growth Measure if no IDOE rating; 1-4 ratings
   Measure: School-wide Learning Measure (SWL) – IDOE's A-F Ratings

Student Growth Measures are determined from the most valid, reliable, and vetted assessments possible. For areas tested by the State of Indiana, those measures will be used. For areas not tested by the State of Indiana, teachers have developed assessments with specific learning targets. These assessments will include a final assessment sequence comprised of two elements: (1) competency and content knowledge, (2) and critical abilities and/or applied skills and literacies. These can include pre- and post-test sequences that demonstrate growth, portfolios of student work documenting student growth, and /or measures of student proficiency related to course learning objectives. All measures of student learning must grow from course learning objectives or learning targets that are aligned with the state academic standards. All must include the district cover sheet indicating alignment to state standards, the weights of the different elements of the assessment sequence, and what constitutes proficiency or growth. These assessment sequences for each course or subject will be reviewed annually. Any changes to assessments must be approved by building administrators.

Locally developed growth measures will be determined from Indiana State Standards and pre-assessments given at the beginning of the school year or semester. Primary evaluators will determine growth targets for all students based upon state standards and results of the pre-assessments. Students enrolled before the twentieth day will be included in the calculation. A teacher may appeal to include or exclude students for extenuating circumstances. The appeal should be made to the primary evaluator with evidence to support the appeal.

The following criteria will be used to calculate a growth measure for each teacher.

Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
Less than 33% of the students met the growth target	33% to 49.99% of the students met the growth target	50% to 74.99% of the students met the growth target	75% or more of the students met the growth target.

If less than 15% of students meet the growth target, a teacher has negatively affected student achievement and growth. Per IC 20-28-11.5-4 (c)(6), teachers who have negatively affected student growth in their individual classroom, either as determined by the State of Indiana and/or by local assessments, will receive a final summative rating no higher than "Improvement Necessary."

The charts below detail each grade and/or subject and the assessment used to determine a growth measure for every teacher.

Elementary Assessments

	State Mandated Assessments	National Assessment	Local Assessments	Classroom-based Assessments	Notes
Kindergarten		NWEA			Growth determined by NWEA targets
Grade 1		NWEA			Growth determined by NWEA targets
Grade 2		NWEA			Growth determined by NWEA targets
Grade 3	ISTEP+ ELA ISTEP+ Math	NWEA			Growth determined by NWEA targets
Grade 4	ISTEP+ ELA ISTEP+ Math				Growth determined by the IDOE
Grade 5	ISTEP+ ELA ISTEP+ Math				Growth determined by the IDOE
Elementary Art			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment for one selected grade level.
Elementary Music			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment for one selected grade level.
Elementary P.E.			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment for one selected grade level.
Special Education	ISTEP+ ELA ISTEP+ Math			Benchmark assess-ments; alternative assessments; IEP goal completion	Special education student data will be based on regular classroom measures as appropriate; extenuating circumstances may result in student data being modified or gauged relative to district peers.
Title 1 Teacher	ISTEP+ ELA ISTEP+ Math	NWEA			ISTEP+ will be used for grades 3-5 NWEA will be used for all other grades.
Reading Teacher	ISTEP+ ELA ISTEP+ Math	NWEA			ISTEP+ will be used for grades 3-5 NWEA will be used for all other grades.

Middle School Assessments

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
6th Grade ELA	ISTEP+ ELA			Growth determined by the IDOE
6th Grade Math	ISTEP+ Math		End of Course Assessment	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
6th Grade Science			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
6th Grade Social Studies			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
7th Grade ELA	ISTEP+ ELA			Growth determined by the IDOE
7th Grade Math	ISTEP+ Math		End of Course Assessment	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
7th Grade Science			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
7th Grade Social Studies			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
8th Grade ELA	ISTEP+ ELA			Growth determined by the IDOE
8th Grade Math	ISTEP+ Math		End of Course Assessment	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
Algebra 1	ISTEP+ Math		End of Course Assessment	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
8th Grade Science			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
8th Grade Biology			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
8th Grade Social Studies			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Quest			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
We the People			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.

Middle School Assessments

Course	State Mandated Assessments	National Assessment	Local Assessments	Classroom-based Assessments	Notes
Art			End of Course Assessment	Digital Student Portfolio	Growth target determined by state standards and/or growth from a pre- to a post-assessment and work presented in the portfolio.
Ceramics			End of Course Assessment	Digital Student Portfolio	Growth target determined by state standards and/or growth from a pre- to a post-assessment and work presented in the portfolio.
Computer Graphics			End of Course Assessment	Digital Student Portfolio	Growth target determined by state standards and/or growth from a pre- to a post-assessment and work presented in the portfolio.
Band			End of Course Performance Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Exploring Music			End of Course Performance Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Orchestra			End of Course Performance Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Vocal Music			End of Course Performance Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
P.E. (6th and 7th Grade)			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
P.E. 8th Grade			End of Course Fitness Test		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
FACS			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Nutrition and Wellness			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Digital Citizenship			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.

Middle School Assessments

Course	State Mandated Assessments	National Assessment	Local Assessments	Classroom-based Assessments	Notes
Digital Applications & Responsibility		Microsoft Office Imagine Academy Knowledge Assessment			Growth target determined by state standards, Microsoft standards and/or growth from a pre- to a post-assessment.
8th Grade Spanish 1			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
PLTW-Design and Modeling		PLTW-DM End of Unit Exam			Growth target determined by PLTW standards and/or growth from a pre- to a post-assessment.
PLTW-Automation		PLTW-AR End of Unit Exam			Growth target determined by PLTW standards and/or growth from a pre- to a post-assessment.
PLTW-Engineering Design			End of Course Assessment		Growth target determined by PLTW standards and/or growth from a pre- to a post-assessment.
Media Production			End of Course Assessment		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Media Specialist			Library/Research Skills End of Unit Exam		Growth targets will be determined for the 6th grade Research Skills Unit provided by the media specialist
Counselor			Learning Styles End of Unit Exam		Growth targets will be determined for the 6th grade Learning Styles Unit provided by counselors and social workers.
Social Worker			Learning Styles End of Unit Exam		Growth targets will be determined for the 6th grade Learning Styles Unit provided by counselors and social workers.
Special Education				Benchmark assess-ments; alternative assessments; IEP goal completion	Special education student data will be based on regular classroom measures as appropriate; extenuating circumstances may result in student data being modified or gauged relative to district peers

High School Assessments – English Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
English 9			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
English 10	ISTEP+ ELA		End of Course Assessment	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
Developmental Reading			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
English 11			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP English Literature & Composition			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Composition			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
World Literature			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Language & Composition			End of Course Assessment	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.
Speech			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Speech Competition			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Debate			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Advanced Debate			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Creative Writing			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Journalism			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Technical Theater			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Theater Arts			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.

High School Assessments – Math Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
Algebra 1	ISTEP+ Math		End of Semester Assessments	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
Algebra 1i	ISTEP+ Math		End of Semester Assessments	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
Geometry	ISTEP+ Math		End of Semester Assessments	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
Algebra 2	ISTEP+ Math		End of Semester Assessments	State Determined IGM will be used for ISTEP+. For the Local ECA, growth target determined by state standards and/or growth from a pre- to a post-assessment.
Precalculus			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Trigonometry			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Probability and Statistics			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Calculus AB		End of Semester Assessments		Growth target determined by a 30-question exam drawn from the College Board released exams and/or growth from a pre- to a post-assessment based upon
AP Calculus BC		End of Semester Assessments		Growth target determined by a 34-question exam drawn from the College Board released exams and/or growth from a pre- to a post-assessment based upon
AP Statistics			End of Semester Assessments	Growth target determined by a 67-question exam drawn from the Stams Yates Moore's test bank and/or growth from a pre- to a post-assessment.

High School Assessments – Science Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
Biology			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Integrated Chemistry & Physics			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Earth/Space Science			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Chemistry			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Physics			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Physics, Honors			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment. Test items will be taken from past AP-B Physics exams.
PLTW–Principles of Biomedical Science			End of Semester Assessments	Growth target determined by PLTW standards and/or growth from a pre- to a post-assessment.
Anatomy and Physiology			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Botany			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Zoology			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Human Genetics			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Microbiology			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Environmental Science			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Biology			End of Semester Assessments	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.
AP Chemistry			End of Semester Assessments	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.

High School – Science Department Continued

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
AP Physics C – Mechanics			End of Semester Assessments	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment. Exam questions are drawn from the CollegeBoard released exams.
AP Physics C – Electricity and Magnetism			End of Semester Assessments	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment. Exam questions are drawn from the College Board released exams.
AP Environmental Science			End of Semester Assessments	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment. Exam questions are drawn from the College Board released exams.

High School – Social Studies Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
Economics			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Economics			End of Course Assessment	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.
United States History			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP United States History			End of Semester Assessments	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.
Ancient World History			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Modern World History			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Sociology			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Advanced Sociology			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Psychology			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Psychology			End of Course Assessment	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.
World Geography			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Human Geography			End of Course Assessment	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.
Government			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Government			End of Course Assessment	Growth target determined by AP standards, state standards and/or growth from a pre- to a post-assessment.

High School – World Languages Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
English as a New Language	WIDA		End of Course Assessment	Growth target determined by WIDA, state standards and/or growth from a pre- to a post-assessment.
Spanish 1			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Spanish 2			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Spanish 3			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Spanish 4		Level 3 National Spanish Exam		Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Spanish 5			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
French 1			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
French 2			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
French 3			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
French 4			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
American Sign Language 1			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
American Sign Language 2			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.

High School – Visual Arts Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
Ceramics 1 & 2			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Ceramics 3 & 4			End of Semester Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Introduction to 2D Art			End of Course Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment of drawing a still life.
2D Art 2			End of Course Critique of a Museum Piece	Growth target determined by state standards and/or growth from a critique at the beginning of the course to one completed at the end of the course.
Drawing			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Painting 1			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Painting 2			End of Course Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Painting 3			End of Course Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Sculpture 1 & 2			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Photography			End of Course Assessment Student Portfolio	Growth target determined by state standards and/or growth from a pre- to a post-assessment. The Portfolio will be used to demonstrate growth in specific skills.
Digital Design 1			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Digital Design 2			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Art History			End of Semester Assessments	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Studio Art		Completion of AP Studio Art Portfolio Exam		Growth will be determined by pieces submitted within the portfolio compared to the beginning of the course.

High School – Business and FACS Departments

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
Introduction to Accounting			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Introduction to Business			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Preparing for College and Careers			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Merchandising			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Principles of Management			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Business Law and Ethics			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Web Design			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
C++ Programming			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
AP Computer Science			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Child Development			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Adult Roles			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Culinary Arts 1			End of Course Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Culinary Arts 2			End of Course Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.

High School – Music Department

Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
Choir			End of Course Assessment End of Course Performance	Growth target determined by state standards and/or growth from a pre- to a post-assessment. Performance Growth will be determined with sight-reading of two pieces of music. Comparison to the pre-test will determine growth.
Band			ISSMA Evaluation Rubric	Growth target determined by ISSMA standards, state standards and/or growth from a pre- to a post-assessment.
Orchestra			End of Course Performance	Growth target determined by state standards and/or growth from a performance of each student at the beginning of the course to the final concert performance.
Music History			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Piano and Electric Keyboard			End of Course Assessment End of Course Performance	Growth target determined by state standards and/or growth from a pre- to a post-assessment.

High School – Industrial Technology, Physical Education, Media Center, and Counseling Departments

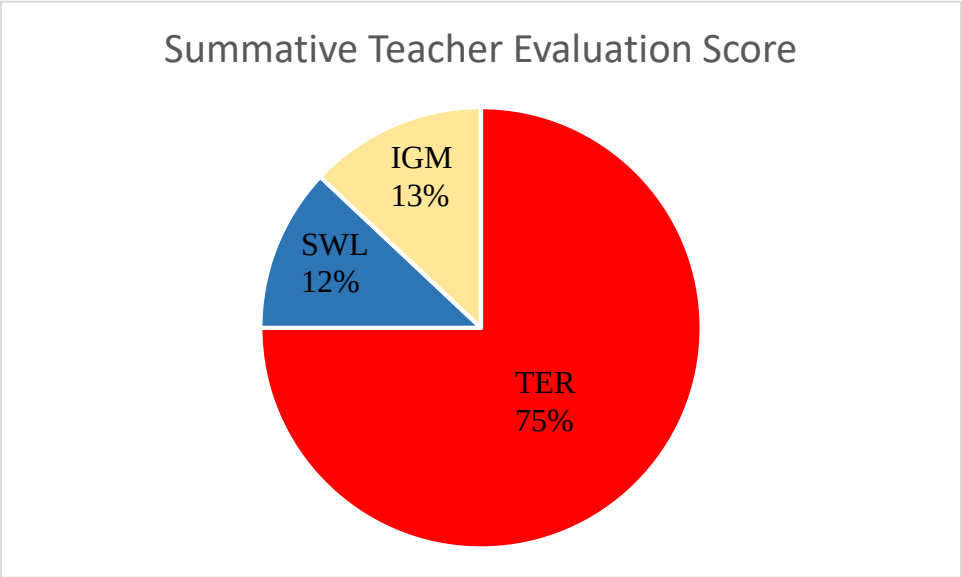
Course	State Mandated Assessments	National Assessment	Local Assessments	Notes
PLTW-Introduction to Engineering Design			End of Course Assessment	Growth target determined by PLTW standards, state standards and/or growth from a pre- to a post-assessment.
PLTW-Digital Electronics			End of Course Assessment	Growth target determined by PLTW standards, state standards and/or growth from a pre- to a post-assessment.
PLTW-Civil Engineering and Architecture			End of Course Assessment	Growth target determined by PLTW standards, state standards and/or growth from a pre- to a post-assessment.
PLTW-Principles of Engineering			End of Course Assessment	Growth target determined by PLTW standards, state standards and/or growth from a pre- to a post-assessment.
Physical Education			End of Course Performance Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment based upon performance in fitness through flexibility, cardiovascular endurance, and muscular strength.
Health Education			End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Life Saving		American Red Cross Assessment for Lifeguarding	End of Course Assessment	Growth target determined by state standards and/or growth from a pre- to a post-assessment.
Media Specialist			End of Course Assessment	Growth target determined by state growth from a pre- to a post-assessment within the 1:1 Media Assistant course.
Counselor			Gold Star Counseling Survey Results	Rating will be determined by the student results in the Gold Star Survey that indicate services provided by individual counselors.

The School-wide Learning Measure is determined based upon the school's current grade as defined by the IDOE. If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school's scores will be averaged. The actual grade point average calculated by the State of Indiana will be used to determine the School-wide Learning Measure. A value of four (4) will be used for a letter grade of "A."

Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM), and School-wide Learning Measure (SWL).

All teacher evaluations will be calculated using the following percentages:

I. 75% Teacher Effectiveness Rubric (TER)
13% Individual Growth Model data (IGM) – State and/or locally determined growth
12% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
100% Summative Teacher Evaluation Score



Once the weights are applied appropriately, an evaluator will have a final decimal number.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric		75%	
Individual Growth Model		13%	
School-Wide Learning Measure		12%	
Sum of the Weighted Scores			

To calculate the final weighted score, simply add the weighted scores from each component.

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

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points → 1.75 Points → 2.5 Points → 3.5 Points → 4.0 Points

Teachers who have negatively affected student growth in their individual classroom measure, either as determined by the State of Indiana or by local assessments, will receive a final summative rating no higher than "Improvement Necessary."

Note: Borderline points always round up.

Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

The STM Teacher Evaluation process will be reviewed by teacher and administrative representatives at the conclusion of each school year. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the STM Teacher Evaluation process.

Evaluator Training

All building and district administrators will serve as teacher evaluators. All evaluators must complete evaluator training offered through Educational Impact before conducting any observations.

The Teacher Effectiveness rubric being used is found in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*. All evaluators completed an initial 5-hour training course on Danielson's components of effective teaching. An additional evaluator training course, created by Charlotte Danielson, was required. This course addresses how to apply the rubric to classroom observations by directing evaluators how to collect evidence. The difference between evidence and opinion is addressed as well as eliminating evaluator bias.

After completing the evaluator training course, all evaluators then completed a third course that required evaluators to implement the training in mock observations. During this time, evaluators refined their evidence collecting skills. Evaluators were also required to present their ratings and compare those ratings provided by the Danielson Group. The additional inter-rater reliability training consisted of several observations where evaluators compared the data collected and the ratings assigned for each component of the rubric. In all, evaluators completed more than 40 hours of training before conducting any classroom observations. This training will be required for all new evaluators and will be reviewed annually by current evaluators.

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory

Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline

Evidence/Examples

- Teacher makes content errors
- Teacher does not consider prerequisite relationships when planning
- Teacher's plans use inappropriate strategies for the subject.

Basic

The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline

Evidence/Examples

- Teacher is familiar with the discipline but does not see conceptual relationships
- Teacher's knowledge of perquisite relationships is inaccurate or incomplete
- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

Proficient

The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline

Evidence/Examples

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher consistently provides clear explanations of the content
- The teacher answers student questions accurately and provides feedback that furthers their learning.
- The teacher seeks out content-related professional development.

Distinguished

The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding

Evidence/Examples

In addition to evidence of proficient

- Teacher cites intra- and interdisciplinary content relationships.
- Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

Munster Teacher Effectiveness Rubric

1b Demonstrating Knowledge of Students

Unsatisfactory

The teachers demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding

Evidence/Examples

- Teacher does not understand child development characteristics and has unrealistic expectations for students.
- Teacher does not try to ascertain varied ability levels among students in the class.
- Teacher is not aware of student interests or cultural heritages.
- Teacher takes no responsibility to learn about students' medical or learning disabilities.

Basic

The 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

Evidence/Examples

- Teacher cites developmental theory but does not seek to integrate it into lesson planning
- Teacher is aware of the different ability levels in the class, but tends to teach to the whole group.
- The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates material to accommodate those differences.
- The teacher is aware of medical and learning disabilities with some students but does not seek to understand the implications of that knowledge.

Proficient

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students

Evidence/Examples

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified "high," "medium," and "low" groups of students within the class.
- The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

Distinguished

The 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

Evidence/Examples

In addition to evidence of proficient

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information about their cultural heritage from all students.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Munster Teacher Effectiveness Rubric

1c Setting Instructional Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are 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 the 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 can be assessed. 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 take into account of the needs of individual student.
Evidence/Examples • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many of the students in the class.	**Evidence/Examples** • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline • Outcomes are suitable for most of the students in the class.	**Evidence/Examples** • Outcomes represent high expectations and rigor. • Outcomes are related to the big ideas of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication. • Outcomes are suitable to groups of students in the class and are differentiated where necessary.	**Evidence/Examples** In addition to evidence of proficient • Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

Munster Teacher Effectiveness Rubric

1d Demonstrating Knowledge of Resources

Unsatisfactory

The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge

Evidence/Examples

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand his or her own skill.
- Although aware of some student needs, the teacher does not inquire about possible resources.

Basic

The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need then. The teacher does not seek to extend such knowledge

Evidence/Examples

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

Proficient

The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them

Evidence/Examples

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- Teacher facilitates Internet resources.
- Resources are multidisciplinary.
- Teacher expands knowledge with professional learning groups and organizations.
- Teacher pursues options offered by universities.
- Teacher provides lists of resources outside the class for students to draw on.

Distinguished

The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them

Evidence/Examples

In addition to evidence of proficient

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher facilitates student contact with resources outside the classroom.

Munster Teacher Effectiveness Rubric

1e Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning	The 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 structure is clear and allows for different pathways according to student needs
Evidence/Examples • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in the expectations.	**Evidence/Examples** • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations.	**Evidence/Examples** • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully and maximize learning and build on student strengths.	**Evidence/Examples** In addition to evidence of proficient • Activities permit student choice • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

Munster Teacher Effectiveness Rubric

1f Designing Student Assessments

Unsatisfactory

The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction

Evidence/Examples

- Assessments do not match instructional outcomes.
- Assessments have no criteria.
- No formative assessments have been designed.
- Assessment results do not affect plans.

Basic

The teacher's plan for student assessment is partially aligned with the instructional outcomes without clear criteria, and inappropriate for a least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole

Evidence/Examples

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

Proficient

The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students

Evidence/Examples

- All of the learning outcomes have a method for assessment.
- Assessment types match the learning expectations.
- Plans indicate modified assessments for some students as needed.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

Distinguished

The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students

Evidence/Examples

In addition to evidence of proficient

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher designed assessments are authentic with real-world application, as appropriate.
- Students develop rubrics according to teacher specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

Munster Teacher Effectiveness Rubric

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport: Supportive relationships and interactions between teacher and students and among students

Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not respond to disrespectful behavior	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, developmental levels, and cultures of the students. Students exhibit respect for the teacher. Interactions among students are generally polite	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' ages, cultures, and levels of development. Students exhibit respect for the teacher and contribute to maintain high levels of civility among members of the class
Critical Attributes: -Teacher uses disrespectful talk toward students. -Student body language indicates feelings of hurt or insecurity. -Teacher does not address disrespectful interactions among students. -Teacher displays no familiarity with or caring about individual students' interests or personalities. -Students use disrespectful talk toward one another with no response from the teacher	Critical Attributes: -The quality of interactions between teacher and students or among students is uneven, with occasional disrespect. -Teacher attempts to respond to disrespectful behavior, with uneven results. -Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful	Critical Attributes: -Talk between teacher and students and among students is uniformly respectful. -Teacher makes superficial connections with individual students. -Students exhibit respect for the teacher.	Critical Attributes: -The teacher's response to a student's incorrect response respects the student's dignity. -When necessary, students correct one another in their conduct toward classmates In addition to the characteristics of "proficient," -Teacher demonstrates knowledge and caring about individual students' lives beyond school. - There is no disrespectful behavior among students.

2b Establishing a Culture for Learning: The atmosphere in the classroom that reflects high expectations and the importance of the work undertaken by both students and teacher.

Unsatisfactory	Basic	Proficient	Distinguished
The classroom culture is characterized by a lack of the teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Learning is not expected or valued	The classroom culture is characterized by little commitment to the learning by the teacher or student. Student engagement in the task at hand is inconsistent. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality	The classroom culture is a cognitively busy place where learning is valued by all. Students understand their role as learner and consistently expend effort to learn by engaging in the task at hand. Instructional outcomes, activities, and assignments convey high expectations for most students. Classroom interactions support learning	The classroom culture is characterized by a shared belief in the importance of the learning. Instructional outcomes, activities, and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers. High expectations are internalized by students
Critical Attributes: -The teacher conveys that the reasons for the work are external. -The teacher conveys to at least some students that the work is too challenging for them. -The teacher trivializes the learning goals and assignments. -Students exhibit little or no pride in their work	Critical Attributes: -The teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy. -The teacher conveys only modest expectations. -The teacher trivializes some of the learning goals and assignments. -Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. -Most students indicate that they are looking for an "easy path"	Critical Attributes: -The teacher communicates the importance of the work and expectations that all students can be successful in it. -Student work and conduct during a lesson indicate commitment to high quality. -The teacher demonstrates a high regard for student abilities. -The teacher emphasizes the role of hard work in student learning. -The teacher expects student effort and recognizes it. -The students put forth good effort to complete work of high quality	Critical Attributes: In addition to the characteristics of "Proficient," -The teacher communicates a genuine passion for the subject. -Students indicate that they are not satisfied unless they have complete understanding. -Student questions and comments indicate a desire to understand the concepts rather than, for example, simply learning a procedure for getting the correct answer. -Students recognize the efforts of their classmates. -Students take initiative in improving the quality of their work

Munster Teacher Effectiveness Rubric

2c Managing Classroom Procedures: Routines and procedures to ensure the smooth operation of the classroom to maximize instructional time.

Unsatisfactory	Basic	Proficient	Distinguished
Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies. There is little evidence that students know or follow established routines	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to disruption of the learning. With regular guidance and prompting, students follow established routines	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies is consistent. With minimal guidance and prompting, students follow established classroom routines	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and engaged in consistently by students
Critical Attributes: -Students not working with the teacher are disruptive to the class. -Non-instructional duties, such as taking attendance, consume much time. -There are no established procedures for distributing and collecting materials. -Procedures are confused or chaotic. -Volunteers and paraprofessionals appear confused as to what they are supposed to be doing	Critical Attributes: -Procedures for transitions, materials, and non- instructional duties seem to have been established, but their operation is rough. -Small groups are only partially engaged while not working directly with the teacher	Critical Attributes: -The students work productively in small group work. -The teacher has established time-saving procedures for non-instructional activities. -Routines for distribution and collection of materials and supplies work efficiently. -Volunteers and paraprofessionals have clearly defined roles	Critical Attributes: In addition to the characteristics of "proficient," -Students take the initiative with their classmates to ensure that their time is used productively. -Students ensure that transitions are accomplished smoothly. -Students take initiative in distributing and collecting materials efficiently. -Paraprofessionals and volunteers take initiative in improving learning opportunities for students

Munster Teacher Effectiveness Rubric

2d Managing Student Behavior: Clear standards of conduct, understood by students, to ensure an orderly and productive learning environment.

Unsatisfactory	Basic	Proficient	Distinguished
There is little or no teacher monitoring of student behavior. Response to students' misbehavior is repressive or disrespectful of student dignity. Students challenge the standards of conduct	Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs
Critical Attributes:	Critical Attributes:	Critical Attributes:	Critical Attributes:
-The classroom environment is chaotic, with no apparent standards of conduct. -The teacher does not monitor student behavior. -Some students violate classroom rules, without apparent teacher awareness or consequences. -When the teacher notices student misbehavior, s/he appears helpless to do anything about it	-The teacher attempts to maintain order in the classroom but with uneven success. -Classroom rules are posted, but neither teacher nor students refer to them. -Teacher attempts to keep track of student behavior, but with no apparent system -The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.	-Students can describe the standards of conduct. -Upon a non-verbal signal from the teacher, students correct their behavior. -Teacher continually monitors student behavior	In addition to the characteristics of "proficient," -Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities. -The teacher monitors student behavior without speaking – just moving about. -Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct

2e Organizing Physical Space: A safe physical environment, in which the furniture is arranged to support the learning activities.

Unsatisfactory	Basic	Proficient	Distinguished
The physical environment is unsafe or some students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology	The classroom is safe, and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning
Critical Attributes: -There are physical hazards in the classroom, endangering student safety. -Some students can't see or hear the teacher or see the board. -Available technology is not being used, even if its use would enhance the lesson	Critical Attributes: The physical environment is safe, and most students can see and hear. -The physical environment is not an impediment to learning, but does not enhance it. -The teacher makes limited use of available technology and other resources	Critical Attributes: -The classroom is safe, and all students are able to see and hear. -The classroom is arranged to support the instructional goals and learning activities. -The teacher makes appropriate use of available technology	Critical Attributes: In addition to the characteristics of "proficient," -Modifications are made to the physical environment to accommodate students with special needs. -There is perfect alignment between the goals of the lesson and the physical environment. -Students take the initiative to adjust the physical environment. -Teacher makes extensive and imaginative use of available resources and technology

Munster Teacher Effectiveness Rubric

Domain 3: Instruction

3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute by explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary
Critical Attributes: -At no time during the lesson does the teacher convey to the students what they will be learning. -Students indicate through their questions that they are confused as to the learning task. -The teacher makes a serious content error that will affect students' understanding of the lesson. -Students indicate through body language or questions that they don't understand the content being presented. -The teacher's communications include errors of vocabulary or usage. -Vocabulary is inappropriate to the age or culture of the students	Critical Attributes: -The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. -The teacher clarifies the learning task so students are able to complete it. -The teacher makes no serious content errors, although may make a minor error. -Vocabulary and usage are correct but unimaginative. -Vocabulary may be too advanced or juvenile for the students	Critical Attributes: -The teacher states clearly, at some point during the lesson, what the students are learning. -When asked by an observer, students can state what they are learning. -Students engage with the learning task, indicating that they understand what they are to do. -The teacher models the process to be followed. -The teacher checks for student understanding of the learning task. -The teacher makes no content errors. -The teacher's explanation of content is clear and invites student participation and thinking. -Vocabulary and usage are correct and completely suited to the lesson. -Vocabulary is appropriate to the students' ages and levels of development	Critical Attributes: In addition to the characteristics of "proficient," -The teacher points out possible areas of misunderstanding. -The teacher explains content clearly, using metaphors and analogies to bring content to life. -All students seem to understand the presentation. -The teacher invites students to explain the content to the class, or to classmates. -The teacher uses rich language, offering brief vocabulary lessons where appropriate

Munster Teacher Effectiveness Rubric

3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results	Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high- level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion
Critical Attributes: -Questions are rapid-fire and convergent, with a single correct answer. -Questions do not invite student thinking. -Many questions are unrelated to the lesson outcomes. -All discussion is between teacher and students; students are not invited to speak directly to one another. -The teacher only calls on students who have their hands up	Critical Attributes: -Questions are a mix of higher-order and questions with a single correct answer. -Some questions are unrelated to the learning outcomes. -The teacher invites students to respond directly to one another's ideas, but few students respond. -The teacher calls on many students, but only a small number actually participate in the discussion	Critical Attributes: -Most questions are open-ended, inviting students to think. -Most questions have multiple possible answers. -Questions are related to the lesson objectives. -The teacher makes effective use of wait time. -Discussions enable students to talk to one another, without continual mediation by the teacher. -The teacher calls on all students, even those who don't initially volunteer. -All students actively engage in the discussion	Critical Attributes: In addition to the characteristics of "proficient," -Students initiate higher-order questions. -Students extend the discussion, enriching it. -Students invite comments from their classmates during a discussion

3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking.

Unsatisfactory	Basic	Proficient	Distinguished
The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning	The various elements of the lesson are well-aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning	The various elements of the lesson are well-aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another
Critical Attributes: -Learning tasks require only recall or have a single correct response or method. -The materials used ask students only to perform rote tasks. -Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. -Instructional materials used are unsuitable to the lesson and/or the students. -The materials used clash with students' cultures. -Few students are engaged in the lesson	Critical Attributes: -Learning tasks are a mix of those requiring thinking and recall. -Students have no choice in how they complete tasks. -The instructional groups partially serve the instructional purpose. -The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. -There is a discernible structure to the lesson, but it's not completely successful. -Some students are intellectually engaged in the lesson	Critical Attributes: -Most learning tasks demand higher-order thinking -Learning tasks have multiple correct responses or approaches. -There is a productive mix of different types of groupings, suitable to the lesson objectives. -Materials and resources support the learning goals and students' cultures. -The lesson has a clear structure. -Most students are intellectually engaged in the lesson	Critical Attributes: In addition to the characteristics of "proficient," -Students have choice in how they complete tasks. -Students modify a learning task to make it more meaningful or relevant to their needs. -Students suggest modifications to the grouping patterns used. -Students suggest modifications or additions to the materials being used. -Students have an opportunity for reflection and closure on the lesson. -All students are highly engaged in the lesson

Munster Teacher Effectiveness Rubric

3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

Unsatisfactory	Basic	Proficient	Distinguished
Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson as a result of assessment. Students are not aware of the assessment criteria and do not engage in self-assessment	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings
Critical Attributes: -The teacher gives no indication of what high quality work looks like. -Assessment is used only for grading. -The teacher makes no effort to determine whether students understand the lesson. -Feedback is only global. -The teacher does not ask students to evaluate their own or classmates' work	Critical Attributes: -The teacher requests global indications of student understanding. -Feedback to students is not uniformly specific, not oriented toward future improvement of work. -The teacher makes only minor attempts to engage students in self- or peer- assessment	Critical Attributes: -The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. -Feedback includes specific and timely guidance on how students can improve their performance. -The teacher elicits evidence of individual student understanding once during the lesson. -Students are invited to assess their own work and make improvements	Critical Attributes: In addition to the characteristics of "proficient," -There is evidence that students have helped establish evaluation criteria. -Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. -The teacher makes frequent use of strategies to elicit information about individual student understanding. -Feedback to students is obtained from many sources, including other students. -Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher

Munster Teacher Effectiveness Rubric

3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment	The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon	The teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community
Critical Attributes: -The teacher ignores indications of student boredom or lack of understanding. -The teacher brushes aside student questions. -The teacher makes no attempt to incorporate student interests into the lesson. -The teacher conveys to students that when they have difficulty learning, it is their fault. -In reflecting on practice, the teacher does not indicate that it is important to reach all students	Critical Attributes: -The teacher's efforts to modify the lesson are only partially successful -The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson -The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them -In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so	Critical Attributes: -The teacher successfully makes a minor modification to the lesson. -The teacher incorporates students' interests and questions into the heart of the lesson. -The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. -In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty	Critical Attributes: In addition to the characteristics of "proficient," -The teacher successfully executes a major lesson readjustment when needed. -The teacher seizes on a teachable moment to enhance a lesson. -The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. -In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students

Munster Teacher Effectiveness Rubric

Domain 4: Professional Responsibilities

Unsatisfactory	Basic	Proficient	Distinguished
4a Reflecting on Teaching			
The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions that could be tried another time the lesson is taught.	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each
4b Maintaining Accurate Records			
The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance
4c Communicating with Families			
The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always appropriate to the cultures of those families	The 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	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate
4d Participating in a Professional Learning Community			
The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues	The teacher makes a substantial contribution to the professional community and to school and district events and projects. The teacher assumes a leadership role among the faculty

Munster Teacher Effectiveness Rubric

4e Growing and Developing Professionally

Unsatisfactory	Basic	Proficient	Distinguished
The teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and timelines	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally under-served, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
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.)	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.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Munster Guidance Counselor Effectiveness Rubric

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Counseling Theory and Techniques

Unsatisfactory	Basic	Proficient	Distinguished
Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques	Counselor demonstrates understanding of counseling theory and techniques	Counselor demonstrates deep and thorough understanding of counseling theory and techniques
Evidence/Examples • Uses classroom guidance lessons that are not supported by theory or research. • Provides no evidence of a written standards-based curriculum that is aligned with the ASCA National Model Delivery System and addresses academic, career and social/emotional domains. • Does not demonstrate understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development)	**Evidence/Examples** • Uses classroom guidance lessons that are sometimes based upon theory and research. • Has a written, standards-based curriculum that includes some relevant domains (academic, career, and social/emotional). • Demonstrates partial understanding of theory and research regarding human development, student learning, and positive outcomes (academic, career and social/emotional development	**Evidence/Examples** • Develops comprehensive services based upon sound knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence-based practices. • Applies theories and research about human development and student learning within counseling programs and services.	**Evidence/Examples** • Develops comprehensive services based upon extensive knowledge of developmental, learning, social justice, multi-cultural, counseling and career theory, and evidence-based practices. • Designs, implements, and disseminates a developmental standards-based curriculum that comprehensively addresses student needs through consistent use of all three domains (academic, career, and social/emotional). • Works collaboratively with other disciplines to implement and evaluate evidence-based practices and build capacity of individuals and the system.

Munster Guidance Counselor Effectiveness Rubric

1b Demonstrating Knowledge of Child and Adolescent Development

Unsatisfactory	Basic	Proficient	Distinguished
Counselor displays little or no knowledge of child and adolescent development	Counselor displays partial knowledge of child and adolescent development	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general pattern	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general pattern
Evidence/Examples • During a team meeting, is able to discuss the needs of a subset of students and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes. • Reviews standardized and state test results, diagnostic test results, and report cards for students who are at-risk for drop-out and discusses and advocates for evidence-based interventions to the RTI or school improvement team	**Evidence/Examples** • Is able to discuss some examples and how services align with examples when asked a question about typical student development, skills, and interests. • Identifies some effective strategies and developmentally appropriate social skills activities for use with a student who has significant behavioral difficulties.	**Evidence/Examples** • Is able to discuss a variety of examples and how services align with examples when asked a question about typical development, skills, and interests. • Identifies many effective strategies and developmentally appropriate social skills activities for use with a student who has significant behavioral difficulties.	**Evidence/Examples** • During a team meeting, is able to discuss the needs of a subset of students and developmentally appropriate, effective strategies that may be used across core and supplemental providers to enhance behavioral outcomes. • Reviews standardized and state test results, diagnostic test results, and report cards for students who are at-risk for drop-out and discusses and advocates for evidence-based interventions to the RTI or school improvement team

Munster Guidance Counselor Effectiveness Rubric

1c Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served

Unsatisfactory

Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students

Evidence/Examples

- Does not analyze data to assess student needs and does not evaluate outcomes.
- Assists with bullying prevention, but is not aware of behavioral incidences related to bullying, the skills students need to acquire, or how to measure the impact.
- Utilizes a non-evidence based program that does not align with district or school goals because the publisher offers complimentary materials.

Basic

Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students

Evidence/Examples

- Sometimes analyzes data to assess student needs and evaluate outcomes.
- Asks students if they “feel better” following their participation in a counseling program.
- Assists with bullying prevention and discusses the incidences that he/she is aware of but is not familiar with evidence-based violence prevention strategies or programs.
- Uses Bullying Prevention data, but does not use the data to identify specific groups of students who would benefit most from the bully prevention lessons.

Proficient

Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students

Evidence/Examples

- Uses a continuum of reliable and valid data sources to evaluate the relevance and quality of services.
- Conducts pre-post surveys to determine the impact of social skills training sessions.
- Reviews pre and post discipline, student grades, and attendance data to determine the impact of a school-wide positive behavior support initiative.
- Identifies needs of school population, sets goals to meet those needs, and delivers evidence-based interventions that address the needs.
- Annually analyzes data from multiple sources to determine the impact of the school counseling program on the students and school.
- Creates data-driven goals and strategies that align with the school improvement plans

Distinguished

Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations which students, parents, and colleagues.

Evidence/Examples

- Shares program evaluation results with stakeholders and solicits input to further hone services and outcomes.
- Gathers and shares the research related to drop-out prevention and pre and post discipline, student grades and attendance data to determine the impact of current efforts.

Munster Guidance Counselor Effectiveness Rubric

1d Demonstrating Knowledge of State and Federal Regulations and of Resources both Within and Beyond the School District

Unsatisfactory

Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district

Evidence/Examples

- Relies on one or two resources to remedy all issues.
- Has limited/no knowledge of local community mental health resources and as a result does not refer students and families for needed services.
- Does not have knowledge of websites that address evidence-based practices.
- Is not a member of local, state, or national organizations and does not remain current on literature and best practice regarding school counseling.

Basic

Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly

Evidence/Examples

- Has an ongoing relationship with one professional association that he or she uses as needed
- Has limited knowledge of local community mental health centers that provide counseling services for student and/or families.

Proficient

Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school

Evidence/Examples

- Gathers and shares nationally acclaimed stories and activities related to bullying prevention with students and staff.
- Shares knowledge of local behavioral health services and provides contact names to a family when needed
- Has a working relationship with personnel from community agencies and is able to connect students and families to their services.

Distinguished

Counselor knowledge of governmental regulations and of resources for students is extensive, including those available through the school district and in the community

Evidence/Examples

- Models how to implement Cognitive Behavior Therapy (CBT) technique with students who have self-control issues and monitors student response to the treatment across implementers and settings.
- Seeks out professional development opportunities on School-wide Positive Behavior Supports and brings ideas about implementation back to district, offering to provide in-service training for teachers and other stakeholders.

Munster Guidance Counselor Effectiveness Rubric

1e Planning the Counseling Program, Integrated with the Regular School Program

Unsatisfactory	Basic	Proficient	Distinguished
Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some that don't fit with the broader goals	Counselor has developed a plan that includes the important aspects of counseling in the setting	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program
Evidence/Examples • Designs school counseling program that is comprised of unrelated activities and services that lack efficacy and meaning for the population. • Designs program and services that do not appear to be integrated with other services and/or aligned with the needs of the population or the ASCA National Model. • Spends a disproportionate amount of time providing services to one grade level.	**Evidence/Examples** • Designs school counseling program that is comprised of some related activities and services that have efficacy and meaning for the population. • Designs program and services that are partially integrated with other services and aligned with the needs of the population and the ASCA National Model. • Attempts to allocate service time in an equitable manner across grade levels but efforts are inconsistent.	**Evidence/Examples** • Designs school counseling program that is comprised of related activities and services that have efficacy and meaning for the population. • Designs program and services that are integrated with other services and aligned with the needs of the population and the ASCA National Model. • Provides equitable coverage to all grade levels based upon teacher and student feedback.	**Evidence/Examples** • Designs school counseling program that is comprised of highly related activities and effective services that are equitable and accessible to the population. • Designs program and services that are annually reviewed to ensure continued alignment with the ASCA National Model to maximize positive outcomes for all students. • Identifies significant career development needs and works with colleagues to develop a career guidance curriculum and/or program.

1f Developing a Plan to Evaluate the Counseling Program

Unsatisfactory	Basic	Proficient	Distinguished
Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important	Counselor has a rudimentary plan to evaluate the counseling program	Counselor'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	Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis
Evidence/Examples • Does not design, conduct or utilize assessment in planning and or evaluating the service delivery.	**Evidence/Examples** • Conducts/uses some assessment but does not consistently use assessment results to plan or evaluate service delivery.	**Evidence/Examples** • Consistently conducts and utilizes assessment and matches assessment results to student needs and service delivery.	**Evidence/Examples** • Conducts reliable and valid assessments and is consistently able to make meaningful contributions to data teams, make accurate interpretation of student needs, and inform the content and process associated with effective and efficient service delivery and programming.

Domain 2: The Environment

2a Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions
Evidence/Examples • Demonstrates patterns of interactions with students that are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental need. • Does not know or call students by name. • Does not appear to use or model active listening skills with students. • Does not establish a collaborative environment that promotes exploration of individual differences. • Refuses to provide individual counseling services with a student who has issues impacting his/ her grades in a class. States there is no time in his/her schedule.	**Evidence/Examples** • Demonstrates patterns of interactions with students that are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. There is little evidence of collaboration with colleagues. • Knows some students by name. • Attempts to model active listening skills with students and has inconsistent results and student response. • Attempts to create a collaborative and positive environment but does not fully understand developmental levels.	**Evidence/Examples** • Demonstrates patterns of interactions that are appropriate to the ages, culture, and developmental levels of the students. Collaborates with colleagues and other stakeholders to develop programs and policies that foster a school climate of respect. • Interacts with students and knows significant interests of students. • Uses solution-focused counseling to assist an over-stressed student organize his/her time, and shares this information with students' teachers with permission. • Provides culturally responsive activities.	**Evidence/Examples** • Has interactions among colleagues and individual students that are highly respectful, reflecting genuine warmth, care, concern, and sensitivity to students as individuals. • Models respect and rapport for his/her colleagues and the students and leads in the development of policies and programs that promote equity, access, and inclusion for all students. • Celebrates varied achievements of students and engages parents and teachers in the recognition.

Munster Guidance Counselor Effectiveness Rubric

2b Establishing a Culture for Productive Communication

Unsatisfactory	Basic	Proficient	Distinguished
Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers	The culture in the school for productive and respectful communications between and among students and teachers, while guided by the counselor, is maintained by both teachers and students

2c Managing Routines and Procedures

Counselor's routines for the counseling center or classroom work are nonexistent or in disarray	Counselor has rudimentary and partially successful routines for the counseling center or classroom	Counselor's routines for the counseling center or classroom work effectively	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them
Evidence/Examples • Uses routines and procedures that are either nonexistent or inefficient, resulting in the loss of time. • Fails to develop and/or circulate clear operational schedules. • Does not engage students in classroom guidance lessons. • Does not follow district protocols for dealing with crises	**Evidence/Examples** Uses routines and procedures that have been established but function unevenly or inconsistently, with some loss of time. Occasionally develops and/or circulates operational schedules. Engages some students in the classroom guidance lessons. Is familiar with the district policy for dealing with crises but is inconsistent in following the guidelines	**Evidence/Examples** • Uses routines and procedures that have been established and function efficiently for the most part, with little loss of time. • Is cognizant and respectful of staff time, by sharing schedules and changes in a timely manner. • Ensures classroom guidance is well organized and most students are productively engaged while he or she works with other students. • Is able to access materials and resources when called upon. • Follows district protocols and policies	**Evidence/Examples** • Uses routines and procedures that are seamless in their operation, and students assume considerable responsibility for their effective functioning. • Communicates operational schedules to stakeholders through daily, weekly, monthly, and annual schedules and calendars shared through a variety of media and multiple venues. • Ensures classroom guidance is well organized, students assume responsibility for productivity, and students are actively engaged. • Anticipates student need based on data gathering and disseminates materials and resources proactively in conjunction with school-wide activities and mailings. • Works with building administration to assess and update the protocols and policies related to crisis intervention.

2d Establishing Standards of Conduct and Contributing to the culture for Student Behavior throughout the School

Unsatisfactory	Basic	Proficient	Distinguished
Counselor has established no standards of conduct for student during counseling sessions and makes no contribution to maintaining an environment of civility in the school	Counselor efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school
Evidence/Examples • Demonstrates little/no knowledge of management techniques appropriate for various situations. Responds to student's misbehavior in a manner that is repressive or disrespectful. • During an in-class lesson, fails to address student misbehavior.	**Evidence/Examples** • Demonstrates partial awareness of management techniques and makes attempts to use these techniques in various situations. • Inconsistently implements the standards of conduct. • Focuses on a small subgroup of students to enforce management techniques, ignoring the same behavior in others.	**Evidence/Examples** • Demonstrates a firm foundation in management techniques and employs these techniques appropriately to manage behaviors in various situations. • Responds to student misbehavior in a manner that is consistent, proportionate, respectful to students, and effective. • Asks for student participation during classroom presentations, and students respond positively. • Using Crisis Prevention Intervention (CPI) is able to effectively de-escalate a student who is acting out physically by using calming words and an even tone of voice.	**Evidence/Examples** • Demonstrates a high level of understanding of management techniques and extreme competency in managing behaviors in various situations. There is evidence of student participation in setting expectations and monitoring behavior. • Monitors student behavior in a manner that is subtle and preventive, and responds to student misbehavior in a manner that is sensitive to individual student needs and respects students' dignity. • Effectively utilizes a nonverbal communication system to elicit communication, and then quiet, during a classroom presentation.

2e Organizing Physical Space

Unsatisfactory

The physical environment is in disarray or is inappropriate to the planned activities

Evidence/Examples

- Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions, or a serious mismatch between the physical space and counseling activities.
- Does not arrange furniture to support activities. Runs a group from behind a desk.
- Keeps office disorganized and cluttered.

Basic

Counselor's attempts to create an inviting and well organized physical environment are partially successful

Evidence/Examples

- Ensures the physical environment is safe and essential learning is accessible to all, but the physical space only partially supports activities.
- Arranges furniture to support activities, but while the physical environment is not an impediment, it does not enhance the activity.

Proficient

Counseling center for classroom arrangements are inviting and conducive to the planned activities

Evidence/Examples

- Ensures the physical environment is safe and contributes to ensuring that the physical environment supports the counseling activities.
- Arranges office and/or classroom to support and enhance the school counseling program activities.

Distinguished

Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement

Evidence/Examples

- Ensures the physical environment is safe and learning is accessible to all; uses physical resources well and ensures that the physical space supports the counseling activities.
- Arranges the physical environment to thoroughly support learning.
- Models behavior for creating a safe and effective environment such that students then take initiative and arrange chairs for sessions.
- Is viewed as a resource for organizing physical space to enhance climate and student safety and belonging.
- Provides in-service and resources on reducing environmental distractions for students who are off-task.

Domain 3: Delivery of Service

3a Assessing Student Needs

Unsatisfactory	Basic	Proficient	Distinguished
Counselor does not assess student needs, or the assessments result in inaccurate conclusions	Counselor's assessments of student needs are perfunctory	Counselor assesses student needs and knows the range of student needs in the school	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning
Evidence/Examples • Conducts little/no assessment or monitoring of student learning and progress. • Provides no feedback or feedback of poor quality. • Students do not appear to be aware of the assessment criteria for determining whether progress has been made. Does not believe that the school counseling program needs to address the academic, career, and social/emotional needs of all students and, to that end, delivers primarily responsive	**Evidence/Examples** • Inconsistently uses assessment to support student learning and progress. • Provides general feedback to students. • Students are only partially aware of the assessment criteria used to evaluate their progress. • Disregards academic and national assessments in student course planning.	**Evidence/Examples** • Ensures that students are aware of the goals that have been established and the criteria for determining whether progress has been made. • Uses student assessment data to advocate for enhanced rigor in course selection. • Uses evidence-based assessments to assist students in making connections between their personal interests and abilities and the curriculum.	**Evidence/Examples** • Develops, in conjunction with students, the goals and criteria for determining whether progress has been made. • Implements and/or assists the school staff in implementing instructional and other strategies to make connections between their personal interests and abilities and the curriculum. • Ensures students self-assess and monitor their progress, and contributes to the development of new goals when they are ready.

3b Assisting Students and Teachers in the Formulation of Academic, Personal/social, and Career Plans, Based on Knowledge of Student Needs

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's program is independent of identified student needs	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful	Counselor helps students and teachers formulate academic, personal, social, and career plans for groups of students	Counselor helps individual students and teachers formulate academic, personal/social, and career plans

3c Using Counseling Techniques in Individual and Classroom Programs

Unsatisfactory	Basic	Proficient	Distinguished
Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning

Munster Guidance Counselor Effectiveness Rubric

3d Brokering Resources to Meet Needs

Unsatisfactory	Basic	Proficient	Distinguished
Counselor does not make connections with other programs in order to meet student needs	Counselor's efforts to broker services with other programs in the school are partially successful	Counselor brokers with other programs within the school or district to meet student needs	Counselor brokers with other programs and agencies both within and beyond the school district to meet individual student needs

3e Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
Counselor adheres to the plan or program, in spite of evidence of its inadequacy	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change	Counselor makes revisions in the counseling program when they are needed	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input
Evidence/Examples • Adheres to the direct and indirect service delivery plan, even when the data indicates a change is warranted in order to improve outcomes. • Is not knowledgeable about at-risk factors for school	**Evidence/Examples** • Accepts responsibility for the quality of direct and indirect service delivery outcomes but has only a limited repertoire of strategies to use to improve them. • Is aware of at-risk factors for school dropout but does not utilize them with his/her caseload.	**Evidence/Examples** • Uses data to promote the successful goal achievement of all students and makes adjustments as needed to direct and indirect service delivery plans. • Gathers and analyzes data to identify students at risk for dropping out of school and follows up with evidence-based strategies to address the risks. • Builds on student needs, skills, and interests to incorporate 21st Century skills and content into the school counseling program.	**Evidence/Examples** • Actively solicits the feedback from all stakeholders to inform continuous improvement efforts and related outcomes as a function of direct and indirect service delivery plans. • Collaborates and consults with stakeholder groups to ensure that school counseling program plans address and support students' academic, career, and social/emotional development. • Identifies school-wide/system-wide policies that have potential for placing students at risk for dropping out, and works to address or change those policies.

Domain 4: Professional Responsibilities

4a Reflecting on Practice

Unsatisfactory	Basic	Proficient	Distinguished
Counselor does not reflect on practice, or the reflections are inaccurate or self-serving	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies
Evidence/Examples • Does not gather feedback from stakeholders regarding activities or the school counseling program	**Evidence/Examples** • Acknowledges that he/she does not know a lot about how to help students with person problems such as drug and alcohol problems, but does not have a plan for improving skills in this area. • Gathers feedback from students regarding individual program activities but files it away without looking at it.	**Evidence/Examples** • In response to administrative feedback, consults the American School Counselor Association (ASCA) to get evidence-based resources to begin to improve his/her ability to contribute at the building and district level.	**Evidence/Examples** • Actively seeks feedback from parents, students, teachers, administrators, other counselors and community members. • Advocates at the building and district level for equitable student-centered policies and procedures that positively impact student learning.

4b Maintaining Records and Submitting Them in a Timely Fashion

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Counselor's reports, records, and documentation are generally accurate but are occasionally late	Counselor's reports, records and documentation are accurate and are submitted in a timely manner	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools
Evidence/Examples • Does not keep records that reflect engagement in the school counseling program delivery services. • Lacks a system of record keeping, reports, and documentation, or record keeping is in such disarray so as to provide incorrect or confusing information. Leaves confidential information out in plain view	**Evidence/Examples** • Tracks student involvement in school counseling program delivery services but does not utilize that information for intervention. • Has a process for recording student progress and keeping counseling notes and records. However, it may be out-of-date. • Leaves confidential student information in unlocked filing cabinet.	**Evidence/Examples** • Tracks student involvement in school counseling delivery services and uses that information in program planning and implementation. • Uses a system for recording student progress, counseling notes, and records that is efficient and effective. • Keeps confidential student information locked and secured at all times.	**Evidence/Examples** • Notices inconsistencies in record keeping across the district. Advocates for consistent method for all counselors in the district. • Is highly effective in adhering to the laws, rules, polices, and ethical standards related to confidentiality of student records and other information and reviews records annually. • Actively works to communicate and maintain confidential procedures.

Munster Guidance Counselor Effectiveness Rubric

4c Communicating with Families

Unsatisfactory	Basic	Proficient	Distinguished
Counselor provides no information to families, either about the counseling program as a whole or about individual students	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students	Counselor's is proactive in providing information to families about the counseling program and about individual students through a variety of means
Evidence/Examples • Presents little/no evidence of effective communication with families. • Provides little/no information to parents about the School Counseling Program. • Prefers to only meet with parents in person and is unwilling to talk on the telephone or email. • Does not provide information for parents regarding academic and career planning and does not involve them in the pathway/course selection process	**Evidence/Examples** • Makes inconsistent attempts to engage families in home-school partnerships or school counseling services • Inconsistently communicates with some families. • Only contacts the family in emergency situations. • Sends information home to parents regarding the high school course selection process but provides no opportunity for dialog with the parents.	**Evidence/Examples** • Consistently establishes effective home-school partnerships. • Consistently and effectively communicates with families. • High School counselor annually meets individually with students and their parents to review the student's Individual Graduation Plan, and addresses credit recovery options, if appropriate.	**Evidence/Examples** • Is identified as a role model for other school counselors on how to communicate and collaborate effectively with families. • Works with stakeholders to identify (and address) barriers that stand in the way of effective family and community involvement.

4d Participation in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues
Evidence/Examples • Avoids interactions with faculty and staff. Steadfastly refuses event invitations for evening activities. • Has relationships with colleagues that are characterized by negativity. • Does not attend optional school district workshops. • Does not attend professional development workshops offered by local, state, or national school counseling associations.	**Evidence/Examples** • Has relationships that are cordial and fulfill the minimum required school/district duties and include limited involvement in a culture of inquiry, school events, and/or school or district projects when asked. • Attends one local school counseling association workshop. • Attends a few professional development webinars.	**Evidence/Examples** • Has relationships that are characterized by mutual support and cooperation and include active participation in a culture of inquiry, school events, and school/district projects, with the counselor making substantial contributions. • Establishes a professional learning community (PLC) and provides updates on counseling resources. • Mentors and supports colleagues on issues related to counseling students.	**Evidence/Examples** • Has relationships that are characterized by mutual support, cooperation, and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects. • Demonstrates exemplary leadership and collaboration by engaging the educational community in the development of a comprehensive school counseling program. • Regularly attends local, state, and national school counseling workshops and conferences. • Seeks opportunities to communicate and collaborate with other counselors at the local, state, and national levels to share and/or learn best practices

Munster Guidance Counselor Effectiveness Rubric

4e Engaging in Professional Development

Unsatisfactory	Basic	Proficient	Distinguished
Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills	Counselor's participation in professional development activities is limited to those that are convenient or are required	Counselor seeks out opportunities for professional development based on an individual assessment of need	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues
Evidence/Examples • Resists feedback on professional performance • Does not participate in departmental activities aimed at sharing knowledge. • Does not belong to any professional organizations appropriate to his/her field and does not engage in professional development.	**Evidence/Examples** • Does not seek out opportunities for professional development and/or accepts feedback on professional performance with some reluctance. • Participates in departmental activities to a limited extent. • Participates in a professional opportunity when specifically asked or required to do so. • Aware of but not “conversant with” the ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the counselors.	**Evidence/Examples** • Consistently seeks out professional development opportunities, welcomes feedback on performance, and participates actively in assisting other counselors and the learning community. • Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the school counselor position. • Actively shares his/her expertise with other members of the department. • Regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, and in-services; reads professional journals) and incorporates new evidence-based practices and skills in his/her daily work.	**Evidence/Examples** • Seeks out opportunities for professional development, contributes to the professional development of other school counselors, makes a systematic effort to conduct action research, seeks out feedback, and initiates important activities to contribute to the profession. • Takes a leadership role both within the learning community and the school counseling community.

Munster Guidance Counselor Effectiveness Rubric

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues
Evidence/Examples • Demonstrates little/no evidence of ethical practice and professionalism, and engages in practices that are self-serving or harmful to students, parents, colleagues, and other stakeholders. • Fails to comply with school and district regulations and timelines. • Leaves confidential information out in plain view.	**Evidence/Examples** • Ethical and professional in serving students, parents, colleagues, and other stakeholders. • Assumes a limited role in resolving parent and/or teacher dissention. • Is unable to accurately demonstrate how a student's GPA is determined. • At times, attempts to serve students are limited. • Complies minimally with school and district regulations, doing just enough to get by. • Leaves confidential student information in unlocked filing cabinet.	**Evidence/Examples** • Displays a high level of ethical and professional behavior in dealing with students, parents, and colleagues; and complies fully and voluntarily with professional, school, district, and state regulations and policies. • Demonstrates and upholds ASCA Ethical Standards for School Counselors; Standards for Professional Conduct; and laws, policies, and procedures applicable to the school counselor position. Provides supervision to intern and/or practicum student, being sensitive to the individual's professional development needs. • Keeps confidential student information locked and secured at all times.	**Evidence/Examples** • Is proactive and assumes a leadership role (indeed, is seen as a role model) in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
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.)	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.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Munster Media Specialist Effectiveness Rubric

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Literature and Current Trends in Library/media Practice and Information Technology

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology

1b Demonstrating Knowledge of the School's Program and Student Information Needs Within that Program

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist demonstrates little or no knowledge of the school's content standards and of student's needs for information skills within those standards	Library/media specialist demonstrates basic knowledge of the school's content standards and of student's needs for information skills within those standards	Library/media specialist demonstrates thorough knowledge of the school's content standards and of student's needs for information skills within those standards	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program

1c Establishing Goals for the Library/media Program Appropriate to the Setting and the Students Served

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist 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	Library/media specialists goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students	Library/media specialist'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 consultation with students and colleagues

Munster Media Specialist Effectiveness Rubric

1d Demonstrating Knowledge of Resources, Both Within and Beyond the School District, and Access to such Resources as Interlibrary Loan

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist 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 advance program goals	Library/media specialist 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 advance program goals*)*	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals	Library/media specialist is fully aware 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

1e Planning the Library/media Program Integrated with the Overall School Program

Unsatisfactory	Basic	Proficient	Distinguished
Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals	Library/media specialist's plan is well designed to support both teachers and students in their information needs	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultation work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teacher

1f Developing a Plan to Evaluate the Library/media Program

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important	Library/media specialists has a rudimentary plan to evaluate the library/media program	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met	Library/media specialist's evaluation plan in highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

Munster Media Specialist Effectiveness Rubric

Domain 2: The Environment

2a Creating an Environment of Respect and Rapport

Unsatisfactory	Basic	Proficient	Distinguished
Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict	Interactions, both between the library/media specialist 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 developmental differences among students	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students	Interactions among library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library

2b Establishing a Culture for Investigation and Love of Literature

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values

2c Establishing and Maintaining Library Procedures

Unsatisfactory	Basic	Proficient	Distinguished
Media center routines and procedures (for example, for circulation materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center

Munster Media Specialist Effectiveness Rubric

2d Managing student behavior

Unsatisfactory	Basic	Proficient	Distinguished
There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior

2e Organizing Physical Space to Enable Smooth Flow

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion	Library/media specialist’s effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting

Munster Media Specialist Effectiveness Rubric

Domain 3: Delivery of Service

3a Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within Budget Limitations

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas

3b Collaborating with Teachers in the Design of Instructional Units and Lessons

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school

3c Engaging Students in Enjoying Literature and in Learning Information Skills

Unsatisfactory	Basic	Proficient	Distinguished
Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers

Munster Media Specialist Effectiveness Rubric

3d Assisting Students and Teachers in the Use of Technology in the Library/media Center

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist declines to assist students and teachers in the use of technology in the library/media center	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center

3e Demonstrating Flexibility and Responsiveness

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist adheres to the plan, in spite of evidence of its inadequacy	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change	Library/media specialist makes revisions to the library/media program when they are needed	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input

Munster Media Specialist Effectiveness Rubric

Domain 4: Professional Responsibilities

4a Reflecting on Practice

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Library/media specialist reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success

4b Preparing and Submitting Reports and Budgets

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time

4c Communication with the Larger Community

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community	Library/media specialist engages in outreach efforts to parents and the larger community	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries coordinating efforts for mutual benefit

Munster Media Specialist Effectiveness Rubric

4d Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues

4e Engaging In Professional Development

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Library/media specialist's participation in professional development activates is limited to those that are convenient or are required	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
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.)	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.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

Munster Title 1 Coordinator Effectiveness Rubric

Domain 1: Leadership

1a Establishing and Successfully Implementing Goals for the School Title 1 Program

Unsatisfactory	Basic	Proficient	Distinguished
Coordinator has no clear goals for the Title 1 program or they are inappropriate to either the situation in the school or the age of the students.	Coordinator's goals for the Title 1 program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Coordinator's goals for the Title 1 program are clear and appropriate to the situation in the school and the age of the students.	Coordinator's goals for the Title 1 program are highly appropriate to the situation in the school and the age of the students and have been developed following consultations with students and colleagues

1b Track Student Data and Analyze Progress

Unsatisfactory	Basic	Proficient	Distinguished
Coordinator rarely or never uses a data tracking system to record student assessment/progress data	Coordinator uses an effective data tracking system for recording student assessment and progress data.	Coordinator uses an effective data tracking system for: Recording student assessment and progress data. Analyzing student progress towards master and planning future lessons and units. Monitor school wide data for at-risk students.	Coordinator fulfills the criteria in "Proficient" and: Uses daily checks for understanding for additional data points. Uses data analysis of student progress to drive lesson planning for the following day

1c Using Feedback to Improve Student Performance

Unsatisfactory	Basic	Proficient	Distinguished
Coordinator regularly avoids or devalues feedback	Coordinator accepts feedback from any stakeholder when it is offered but does not actively seek out such input. Occasionally acts upon feedback to share strategic priorities aligned to student achievement	Actively solicits feedback and help from all key stakeholders. Acts upon feedback to shape strategic priorities to be aligned to student achievement.	Develops and Implements systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance. Identifies the most efficient means for feedback to be generated.

Munster Title 1 Coordinator Effectiveness Rubric

1d Communication

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never messages key concepts. Interacts with a limited number of stakeholders and fails to reach several key groups and organizations.	Messages most, but not all, key concepts. Interacts with a variety of stakeholders but not reaching all invested groups and organizations. Utilizes a limited number of means and approaches to communication.	Messages key concepts such as needs, successes and failures. Interacts with a variety of stakeholders, including students, families, community groups, central office, etc. Utilizes a variety of means and approaches to communication	Fulfills the requirements of “Proficient” and: Messages key concepts in real time. Tracks the impact and interactions with stakeholders, revising approaches and expanding scope of communication. Monitors the success of different approaches of communication for specific situations.

1e Seek Professional Skills and Knowledge

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never attends professional development opportunities. Shows little to no interest in new ideas, programs, or classes to improve teaching and learning.	Attends all mandatory professional development opportunities. Pursues optional professional development opportunities. Accepts constructive feedback.	Actively pursues opportunities to improve knowledge and practice. Seeks out ways to implement new practices into instruction, where applicable. Welcomes constructive feedback to improve practices.	Fulfills the requirements of “Proficient” and: Regularly shares newly learned knowledge and practices with others. Seeks out opportunities to lead professional development sessions.

1f Demonstrates Knowledge of Best Practices in Intervention Strategies

Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates little to no knowledge of effective strategies and current trends in intervention strategies.	Demonstrates limited knowledge of effective strategies and current trends in intervention strategies	Demonstrates thorough knowledge of effective strategies and current trends in intervention strategies	Drawing on extensive professional resources, demonstrates rich understanding of effective strategies and current trends in intervention.

Munster Title 1 Coordinator Effectiveness Rubric

Domain 2: Personal Behavior

2a Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Does not display or use common courtesy regularly and respectful professional responses when dealing with members of the school community	Occasionally does not respond to school community members with acceptable levels of professionalism.	Regularly displays appropriate and professional responses to members of the school community.	Is an exemplary role model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.

2b Time Management

Unsatisfactory	Basic	Proficient	Distinguished
Project management is haphazard or absent and there is little or no evidence of lists of milestones and deadlines.	Projects are managed using lists of milestones and deadlines, but are infrequently updated.	The use of organizational development tools is evident by supporting documentation provided by the Title 1 Coordinator.	Personal organization allows the Title 1 Coordinator to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.

2c Initiative and Persistence

Unsatisfactory	Basic	Proficient	Distinguished
Does not display initiative and persistence by rarely or never achieving expected goals or rarely or never taking on additional, voluntary responsibilities that contribute to student success.	Displays initiative and persistence by occasionally achieving expected goals and occasionally taking on additional, voluntary responsibilities that contribute to student success	Displays initiative and persistence by consistently achieving expected goals and taking on additional, voluntary responsibilities that contribute to student success	Fulfills the requirements of “Proficient” and: Exceeds typical expectations to accomplish ambitious goals by regularly identifying, communicating, and addressing the school’s most significant obstacles to student success.

Munster Title 1 Coordinator Effectiveness Rubric

2d Collaborate with Peers

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never participates in opportunities to work with others. Works in isolation and is not a team player.	Participates in occasional opportunities to work with and learn from others. Asks for assistance when needed.	Seeks out and participates in regular opportunities to work with and learn from others. Asks for assistance, when needed, and provides assistance to others in need.	Fulfills the requirements of “Proficient” and: Goes above and beyond in seeking out opportunities to collaborate. Coaches peers through difficult situations. Takes on leadership roles within collaborative groups such as committees.

2e Organizing Physical Space to Enable Smooth Flow

Unsatisfactory	Basic	Proficient	Distinguished
Rarely or never contributes ideas aimed at improving school efforts. Dedicates little or no time outside of class towards helping students and peers.	Contributes occasional ideas and expertise to further the school’s mission and initiatives.	Contributes ideas and expertise to further the school’s mission and initiatives. Dedicates time efficiently, when needed, to helping students and peers outside of class.	Fulfills the requirements of “Proficient” and: Seeks out leadership roles. Goes above and beyond in dedicating time for students and peers outside of class.

Munster Title 1 Coordinator Effectiveness Rubric

Domain 3: Instruction

3a Communication with Students: Clear statement of learning outcomes, directions for class activities, and explanations of concepts. Rich and imaginative use of language.

Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Some portions are clear; other portions are difficult to follow. Teacher's spoken language is correct; however, vocabulary is limited or not appropriate to the students' ages or backgrounds	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is clear and accurate and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understandings. Students contribute by explaining concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabulary
Critical Attributes: -At no time during the lesson does the teacher convey to the students what they will be learning. -Students indicate through their questions that they are confused as to the learning task. -The teacher makes a serious content error that will affect students' understanding of the lesson. -Students indicate through body language or questions that they don't understand the content being presented. -The teacher's communications include errors of vocabulary or usage. -Vocabulary is inappropriate to the age or culture of the students	Critical Attributes: -The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. -The teacher clarifies the learning task so students are able to complete it. -The teacher makes no serious content errors, although may make a minor error. -Vocabulary and usage are correct but unimaginative. -Vocabulary may be too advanced or juvenile for the students	Critical Attributes: -The teacher states clearly, at some point during the lesson, what the students are learning. -When asked by an observer, students can state what they are learning. -Students engage with the learning task, indicating that they understand what they are to do. -The teacher models the process to be followed. -The teacher checks for student understanding of the learning task. -The teacher makes no content errors. -The teacher's explanation of content is clear and invites student participation and thinking. -Vocabulary and usage are correct and completely suited to the lesson. -Vocabulary is appropriate to the students' ages and levels of development	Critical Attributes: In addition to the characteristics of "proficient," -The teacher points out possible areas of misunderstanding. -The teacher explains content clearly, using metaphors and analogies to bring content to life. -All students seem to understand the presentation. -The teacher invites students to explain the content to the class, or to classmates. -The teacher uses rich language, offering brief vocabulary lessons where appropriate

Munster Title 1 Coordinator Effectiveness Rubric

3b Using Questioning and Discussion Techniques: Use of questioning and discussion to deepen student understanding, and invite students to formulate hypotheses, make connections, or challenge previously held views.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher's questions/prompts are poorly aligned with lesson outcomes, with low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion	The teacher's questions/prompts are a combination of low and high quality, some related to the lesson objectives and of moderate cognitive challenge inviting a thoughtful response. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results	Most of the teacher's questions/prompts are of high quality and support the lesson objectives, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high-level thinking and discourse. The teacher creates a genuine discussion among students, stepping aside when appropriate. The teacher successfully engages all students in the discussion, employing a range of strategies to ensure that all students are heard	The teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, advance high- level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion
Critical Attributes: -Questions are rapid-fire and convergent, with a single correct answer. -Questions do not invite student thinking. -Many questions are unrelated to the lesson outcomes. -All discussion is between teacher and students; students are not invited to speak directly to one another. -The teacher only calls on students who have their hands up	Critical Attributes: -Questions are a mix of higher-order and questions with a single correct answer. -Some questions are unrelated to the learning outcomes. -The teacher invites students to respond directly to one another's ideas, but few students respond. -The teacher calls on many students, but only a small number actually participate in the discussion	Critical Attributes: -Most questions are open- ended, inviting students to think. -Most questions have multiple possible answers. -Questions are related to the lesson objectives. -The teacher makes effective use of wait time. -Discussions enable students to talk to one another, without continual mediation by the teacher. -The teacher calls on all students, even those who don't initially volunteer. -All students actively engage in the discussion	Critical Attributes: In addition to the characteristics of "proficient," -Students initiate higher-order questions. -Students extend the discussion, enriching it. -Students invite comments from their classmates during a discussion

Munster Title 1 Coordinator Effectiveness Rubric

3c Engaging Students in Learning: Learning activities that enable students to be intellectually active in exploring important and challenging content and engage in high-level thinking

Unsatisfactory	Basic	Proficient	Distinguished
The learning activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, are unsuitable to the students' developmental stage, or do not require students to think. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. Few students are intellectually engaged	The various elements of the lesson are partially aligned with the instructional outcomes, with minimal consideration of the students' development stage. Instruction does not facilitate students constructing knowledge, allowing some students to be passive or compliant. Learning activities, materials, resources, technology, and instructional grouping only partially engage students with the content. The lesson has a recognized structure; however, the pacing of the lesson may not provide students the time needed to intellectually engage with their learning	The various elements of the lesson are well aligned with the instructional outcomes, are suitable to the students' development, and facilitate students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by groups of students with important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to intellectually engage with their learning	The various elements of the lesson are well aligned with the instructional outcomes and individual needs of the learners. The lesson is entirely suitable to the students' development, and facilitates all students in constructing knowledge. Learning activities, materials, resources, technology, and instructional grouping are complementary, resulting in active intellectual engagement by each student in important and challenging content. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students have choice in how they complete tasks and may serve as resources for one another
Critical Attributes: -Learning tasks require only recall or have a single correct response or method. -The materials used ask students only to perform rote tasks. -Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. -Instructional materials used are unsuitable to the lesson and/or the students. -The materials used clash with students' cultures. -Few students are engaged in the lesson	Critical Attributes: -Learning tasks are a mix of those requiring thinking and recall. -Students have no choice in how they complete tasks. -The instructional groups partially serve the instructional purpose. -The materials and resources are partially aligned to the lesson objectives, only some of them requiring student thinking. -There is a discernible structure to the lesson, but it's not completely successful. -Some students are intellectually engaged in the lesson	Critical Attributes: -Most learning tasks demand higher-order thinking -Learning tasks have multiple correct responses or approaches. -There is a productive mix of different types of groupings, suitable to the lesson objectives. -Materials and resources support the learning goals and students' cultures. -The lesson has a clear structure. -Most students are intellectually engaged in the lesson	Critical Attributes: In addition to the characteristics of "proficient," -Students have choice in how they complete tasks. -Students modify a learning task to make it more meaningful or relevant to their needs. -Students suggest modifications to the grouping patterns used. -Students suggest modifications or additions to the materials being used. -Students have an opportunity for reflection and closure on the lesson. -All students are highly engaged in the lesson

Munster Title 1 Coordinator Effectiveness Rubric

3d Using Assessment in Instruction: Use of formative assessment for teachers to keep their fingers on the pulse of a lesson, monitor student understanding, and, where appropriate, engage students in self-assessment and monitoring of learning.

Unsatisfactory	Basic	Proficient	Distinguished
Assessment or monitoring of student learning is absent or minimal. Feedback is absent or of poor quality. There is no attempt to adjust the lesson because of assessment. Students are not aware of the assessment criteria and do not engage in self- assessment	Assessment is occasionally used to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is inaccurate or unspecific, and students are only partially aware of the assessment criteria used to evaluate their work. Questions/ Prompts/Assessments are not used to diagnose evidence of learning	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students are aware of the assessment criteria. Questions/Prompts/ Assessments are used to diagnose evidence of learning, and adjustment to instruction is made to address student misunderstandings	Assessment is fully integrated into the instruction, through student involvement in establishing the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Students are aware of and may contribute to the assessment criteria. Questions/Prompts/ Assessments are used regularly to diagnose evidence of learning, and instruction is adjusted and differentiated to address individual student misunderstandings
Critical Attributes: -The teacher gives no indication of what high quality work looks like. -Assessment is used only for grading. -The teacher makes no effort to determine whether students understand the lesson. -Feedback is only global. -The teacher does not ask students to evaluate their own or classmates' work	Critical Attributes: -The teacher requests global indications of student understanding. -Feedback to students is not uniformly specific, not oriented toward future improvement of work. -The teacher makes only minor attempts to engage students in self- or peer- assessment	Critical Attributes: -The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding, for at least groups of students. -Feedback includes specific and timely guidance on how students can improve their performance. -The teacher elicits evidence of individual student understanding once during the lesson. -Students are invited to assess their own work and make improvements	Critical Attributes: In addition to the characteristics of "proficient," -There is evidence that students have helped establish evaluation criteria. -Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. -The teacher makes frequent use of strategies to elicit information about individual student understanding. -Feedback to students is obtained from many sources, including other students. -Students monitor their own understanding, either on their own initiative or because of tasks set by the teacher

Munster Title 1 Coordinator Effectiveness Rubric

3e Demonstrating Flexibility and Responsiveness: Awareness and use of teachable moments to make minor and major adjustments to a lesson, and to incorporate student interests and questions into classroom activities.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' lack of interest. The teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment	The teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon	The teacher promotes the successful learning of all students, making minor adjustments as needed to instructional plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully makes a major adjustment to a lesson when needed. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community
<u>Critical Attributes</u>	<u>Critical Attributes</u>	<u>Critical Attributes</u>	<u>Critical Attributes</u>
-The teacher ignores indications of student boredom or lack of understanding. -The teacher brushes aside student questions. -The teacher makes no attempt to incorporate student interests into the lesson. -The teacher conveys to students that when they have difficulty learning, it is their fault. -In reflecting on practice, the teacher does not indicate that it is important to reach all students	-The teacher's efforts to modify the lesson are only partially successful -The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson -The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them -In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so	-The teacher successfully makes a minor modification to the lesson. -The teacher incorporates students' interests and questions into the heart of the lesson. -The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. -In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty	In addition to the characteristics of "proficient," -The teacher successfully executes a major lesson readjustment when needed. -The teacher seizes on a teachable moment to enhance a lesson. -The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. -In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students

Munster Title 1 Coordinator Effectiveness Rubric

Domain 4: Professional Responsibilities

4a Reflecting on Practice

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator does not reflect on practice, or the reflections are inaccurate or self-serving	Title 1 Coordinator's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved	Title 1 Coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Title 1 Coordinator makes some specific suggestions as to how the Title 1 Program might be improved	Title 1 Coordinator's reflection is highly accurate and perceptive, citing specific examples. Title 1 Coordinator draws on an extensive repertoire to suggest alternative strategies and their likely success

4b Preparing and Submitting Reports and Budgets

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator ignores teacher requests when preparing intervention strategies or does not follow established procedures. Inventories and reports are routinely late	Title 1 Coordinator's efforts to prepare reports are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time	Title 1 Coordinator honors teacher requests when preparing intervention strategies and follows established procedures. Inventories and reports are submitted on time	Title 1 Coordinator anticipates teacher needs when intervention strategies and follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time

4c Communication with the Larger Community

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator makes no effort to engage in outreach efforts to parents or the larger community	Title 1 Coordinator makes sporadic efforts to engage in outreach efforts to parents or the larger community	Title 1 Coordinator engages in outreach efforts to parents and the larger community	Title 1 Coordinator is proactive in reaching out to parents and establishing contacts outside of the school community

Munster Title 1 Coordinator Effectiveness Rubric

4d Participating in a Professional Community

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator's relationships with colleagues are negative or self-serving, and the coordinator avoids being involved in school and district events and projects	Title 1 Coordinator's relationships with colleagues are cordial, and the coordinator participates in school and district events and projects when specifically requested	Title 1 Coordinator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues	Title 1 Coordinator makes a substantial contribution to school and district events and projects and assumes leadership with colleagues

4e Engaging In Professional Development

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills	Title 1 Coordinator's participation in professional development activities is limited to those that are convenient or are required	Title 1 Coordinator seeks out opportunities for professional development based on an individual assessment of need	Title 1 Coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues

4f Showing Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
Title 1 Coordinator displays dishonesty in interactions with colleagues, students, and the public; violates laws	Title 1 Coordinator is honest in interactions with colleagues, students, and the public; respects laws	Title 1 Coordinator displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws	Title 1 Coordinator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring adherence to state and federal laws

Munster Title 1 Coordinator Effectiveness Rubric

Domain 5: Core Professionalism

5a Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences	Individual demonstrates a pattern of unexcused absences

5b On-Time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of late arrivals in violation of school procedures.	Individual demonstrates a pattern of unexcused late arrivals in violation of school procedures.

5c Policies and Procedures

Meets Standard	Does Not Meet Standard
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.)	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.)

5d Respect

Meets Standard	Does Not Meet Standard
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

School Town of Munster
Instructional Coaches

Munster School Psychologist Effectiveness Rubric

Domain 1: Planning and Preparation				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
1a. Demonstrating knowledge of Content and Pedagogy General Examples	The instructional coach demonstrates little knowledge or familiarity with discipline specific pedagogy.	The instructional coach demonstrates basic familiarity with discipline specific pedagogy and trends in professional development.	The instructional coach demonstrates thorough knowledge and application of current research in discipline specific pedagogy and trends in professional development.	The instructional coach's knowledge and consistent application of current research in discipline specific pedagogy and trends in professional development is wide and deep.
1a. Specific Examples	Coach teaches a model lesson not grounded on domain-specific pedagogy and research-based practices. Teacher and coach do not have a conversation about lesson before or after instruction. Coach distributes resources at a faculty meeting with no connection to domain-specific pedagogy or research-based practices.	The instructional coach collaborates in the classroom, but does not support all aspects of a before, during, and after cycle of consultation with teachers or does not focus process on best practices in teaching and learning. Coach plans and presents a random research-based strategy to faculty with little or no interaction or connection with adult learners.	Coach plans with teacher to incorporate research-based practice, co-teachers, and models or collects evidence based on best practice, and reflects with teacher about effectiveness of best practice on student outcomes after the lesson. Coach plans and facilitates professional development (PLC meeting, grade-level meeting, and staff meeting) that demonstrates knowledge of effective practices for instruction and adult learning.	Coach creates, plans and facilitates opportunities for peer consultation (i.e. Instructional learning visits, PLCs, etc.) to extend before, during, and after cycle beyond individual teacher and coach to build capacity for deeper knowledge of teaching and learning. Coach designs and facilitates professional development that demonstrates extensive knowledge of instructional effective practices and transfers ownership of professional learning to teachers (i.e., teachers sharing successes and strategies, discussing effectiveness of strategies, using shared protocols).
1b. Demonstrating Knowledge of Students General Examples	Instructional coach demonstrates little or no knowledge of the needs of adult learners or needs of the staff when planning learning activities.	Instructional coach demonstrates basic knowledge of the staff and of adult learners when planning professional learning activities.	Instructional coach demonstrates thorough knowledge of adult learners and needs of the building staff when planning to meet with teachers or to provide professional development.	Instructional coach is deeply familiar with the needs of adult learners, individual teachers and the building in general and uses that knowledge to plan or to shape professional development as well as group or one-to-one support.
1b. Specific Examples	The instructional coach does not question or survey staff about professional development needs. Instructional coach provides resources to staff that are unrelated to the needs of students.	The instructional coach questions or surveys the staff to ascertain their needs, but does not fully integrate results into planning for professional support. The instructional coach presents professional development sessions to staff that are based on the needs of students as evidence by data that may be outdated or irrelevant.	The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to plan for professional support. The instructional coach uses current and relevant data (walk through, student achievement, common assessments, etc.) to plan professional development for staff or in work with individual teachers.	The instructional coach develops and conducts a professional development needs survey for the staff, and uses the results, along with pertinent school data, to collaboratively plan for professional support with staff. The instructional coach works with teachers to analyze all available student data in order to construct, implement and monitor a plan that addresses student needs.

Munster School Psychologist Effectiveness Rubric

Domain 1: Planning and Preparation				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
1c. Setting Instructional Outcomes General Examples	Instructional coach does not set clear objectives or they are inappropriate to the situation or the needs of the staff, and are not aligned to the strategic plan.	Instructional coach sets objectives that are rudimentary and are partially suitable to the situation and the needs of the staff. Objectives may be aligned to the strategic plan.	Instructional coach sets objectives that are clearly communicated and matched to the situation, the needs of individual teachers, and are aligned to the strategic plan.	Instructional coach's objectives are highly appropriate to the situation, to the needs of the staff, and are aligned to the strategic plan. They have been developed through consultation with administrators and colleagues and reflect effective practices in current research.
1c. Specific Examples	The instructional coach does not design professional growth goals for working with staff.	The instructional coach sets professional growth goals for working with staff that may not be consistent with the goals of the school and district.	Instructional coach works with the administrator to set clear, focused professional growth goals for working with the staff that are consistent with the goals of the school and district.	Instructional coach and teacher collaboratively set professional growth goals for individual teacher growth that are aligned with school and district goals.
1d. Demonstrating Knowledge of Resources General Examples	The instructional coach demonstrates little or no familiarity with resources to enhance knowledge.	The instructional coach demonstrates some familiarity with resources available in the school or district. The coach does not seek to extend his/her own knowledge beyond what is readily available.	The instructional coach is fully knowledgeable in locating resources available through the school, district, community, or externally (such as the internet) to enhance his/her own knowledge and provide support to teachers.	The instructional coach searches for evidence-base resources beyond the school, district, and community or externally to enhance his/her own learning and utilize in coaching and professional development.
1d. Specific Examples	The instructional coach has little or no knowledge of available resources to support coaching practice. The instructional coach does not provide resources for teachers.	The instructional coach uses outdated or irrelevant resources to support coaching practice. The instructional coach provides resources only when teachers request them.	The instructional coach knows where to find appropriate resources for improving coaching practice (i.e. networking, professional reading, conference participation). The instructional coach provides available resources to teachers to support the school, district, or individual teacher goals.	The instructional coach evaluates the appropriateness of resources based on the needs of the school or district. The instructional coach evaluates the appropriateness of available resources and seeks additional resources to support the school, district, or individual teacher goals.

Munster School Psychologist Effectiveness Rubric

Domain 1: Planning and Preparation				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
1e. Designing Coherent Instruction General Examples	The instructional coach does not consider learners or current resources in planning and creates or generates materials that are disorganized and do engage learners nor support transfer of knowledge and skills.	The instructional coach uses partial knowledge of content, learners and/or resources to create learning experiences that engage some of the learners and support partial transfer and adoption of skills.	The instructional coach gathers knowledge of content, learners and resources to create learning experiences that support transfer and adoption of skills for groups of learners. The organization and detail of learning materials enhance engagement.	The instructional coach gathers knowledge of content, learners, and resources to develop differentiated learning experiences that support teachers in integrating evidence based practices into their teaching. The learning experiences are designed to allow learners to follow different pathways based on their level of prior knowledge.
1e. Specific Examples	The instructional coach provides a one-time demonstration of an instructional strategy with no plan for follow-up.	The instructional coach provides ongoing professional development sessions to support a year-long instructional focus but does not support individual teachers in implementation.	The instructional coach collaborates with leadership team to design a long term instructional plan that includes professional development sessions and individual teacher support through the before, during and after cycle of consultation.	The instructional coach provides opportunities to involve all stakeholders in designing a long term instructional plan that includes professional development sessions and individual teacher support though the before, during, and after cycle of consultation.
1f. Designing Student Assessments General Examples	The instructional coach does not create a plan or the plan is inappropriate to evaluate the professional development. The coach does not use assessment to plan future learning activities.	The instructional coach's evaluation plan is partially aligned to instructional outcomes but are not made clear. The coach uses a single type of assessment which limits planning for the future professional development and coaching support.	The instructional coach regularly plans for learner assessment, the criteria is clear and aligned with instructional outcomes. The instructional coach uses both formative and summative assessment to plan for future professional development and coaching support.	The instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the professional development or coaching support on an ongoing basis.
1f. Specific Examples	The instructional coach does not design any evaluation for his or her professional development. The instructional coach shares an assessment with the teacher without regard to student learning objectives, standards, or learning outcomes.	The instructional coach designs an end-of-session evaluation for teachers, but does not use this data for future planning. The instructional coach collaborates with teachers to develop summative assessments with no follow-up to support instruction.	The instructional coach has a plan in place to implement changes for future professional development based on formative and end-of-session evaluations or through one-on-one coaching sessions. The instructional coach collaborates with teachers to develop a cycle of formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction.	The instructional coach has a plan in place to implement changes to future professional development based on formative and end-of-session evaluations or through one-on-one coaching sessions. The coach has a plan to monitor implementation of new learning. The instructional coach collaborates with teachers to develop differentiated formative and summative assessments that are aligned with standards and learning outcomes and used to guide instruction.

Munster School Psychologist Effectiveness Rubric

Domain 2: The Environment				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
2a. Creating an environment of Respect and Rapport General Examples	Interactions with building staff are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. Staff resists support from the instructional coach.	Interactions with building staff are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. Some staff are reluctant to accept support from the instructional coach.	Interactions with building staff demonstrate general trust and respect. Staff seeks support from the instructional coach. The coach maintains a positive, confidential relationship with stakeholders and colleagues.	Interactions with the educational community are highly respectful and demonstrate deep understanding of building needs and levels of skill development. The coach contributes to the culture of the school where all staff feels valued and comfortable taking intellectual risks.
2a. Specific Examples	There is no evidence of teacher and instructional coach working together. Instructional coach does not maintain confidentiality with teachers or administrators.	Instructional coach solicits some teacher interactions, mostly in large group situations. Instructional coach shares general information about teacher practice to an administrator.	Teachers seek interaction with the instructional coach as opposed to coach approaching teachers. Instructional coach maintains confidentiality and models language and behaviors that demonstrate respect and rapport.	As a result of working with an instructional coach, teachers collaborate regularly demonstrating shared ownership of learning. Teachers maintain confidentiality and replicate the language and behaviors used by the coach to demonstrate respect and rapport in teacher to teacher interactions.
2b. Establishing a Culture for Learning General Examples	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Instructional coach conveys that professional learning is done in isolation.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in continually improving their instructional skills.	Instructional coach has established a culture of professional inquiry in which staff initiates learning activities (such as a professional learning community) to be undertaken with the support of the coach.
2b. Specific Examples	The instructional coach reports to principal about teacher weaknesses and needs. The instructional coach works in isolation and provides only resources with no connection to learning goals or outcomes.	The instructional coach works confidentially with teachers but is not viewed as a credible resource for instructional improvement. The instructional coach makes connections between resources and learning goals or outcomes, but provides limited opportunities for teachers to collaborate.	The instructional coach creates a culture where the teachers view the coach as a confidential and credible resource for instructional improvement. The instructional coach engages teachers in conversations tied to learning goals or outcomes and provides a variety of opportunities for teachers to collaborate on professional growth (e.g., book/article study, PLC, before, during and after coaching cycles, peer collaboration, etc.)	The number of teachers with whom the instructional coach works continues to increase. As a result of working with the instructional coach, teachers regularly engage in conversations tied to their own learning goals or outcomes and continually collaborate to make adjustments in instructional practice.

Domain 2: The Environment				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
2c. Managing Classroom Procedures General Examples	Ineffective management of the learning environment results in significant loss of time for professional learning. Routines are not established and learners are neither collaborative nor productive. The instructional coach does not have a clear procedure for staff to access support.	Inconsistent management of the learning environment results in the loss of time for professional learning. Routines may be established but not implemented consistently. Some learners are collaborative and productive. The instructional coach has established procedures for some types of support.	Effective management of all learning environments results in active learning. Routines are clearly established and most learners are collaborative and productive. The instructional coach has established clear procedures for staff to use in gaining access to all types of support.	The learning environment has been developed with participant input. Transitions are seamless and active learning is present. Routines are clearly established and all learners are collaborative and productive. Procedures for access to support are clear to all staff and have been developed following consultation with administrators and teachers.
2c. Specific Examples	There are no protocols in place and instructional coach makes no attempts to engage participants.	Instructional coach mentions protocols at the beginning of a session or meeting, but does not monitor the effectiveness of the protocols.	Instructional coach implements protocols to effectively manage professional development sessions or meetings with teachers and monitors effectiveness of the protocols.	Instructional coach and teachers collaboratively determine and implement protocols to effectively manage professional development sessions or meetings with teachers and collaboratively monitor the effectiveness of the protocols.
2d. Managing Student Behavior General Examples	Standards of conduct have not been established. Learner participation is not monitored. The instructional coach's response to staff is inconsistent or is disrespectful.	Standards of conduct have been established but not clearly communicated or consistently reinforced. The instructional coach inconsistently manages learner participation. The coach's response to staff may be inappropriate.	Standards of conduct have been established, communicated and reinforced. The instructional coach consistently manages learner participation. The coach's response to staff is appropriate and professional.	Standards of conduct have been developed with staff participation. The instructional coach consistently but subtly manages learner participation. The instructional coach's response to staff is highly effective and sensitive to the learner's needs.
2d. Specific Examples	There are no norms in place and teachers are disrespectful to the instructional coach or one another.	Instructional coach mentions norms at the beginning of a session or meeting, but does not monitor that participants adhere to them.	Instructional coach establishes norms to effectively manage professional development sessions or meetings with teachers and monitors the adherence of the norms.	Instructional coach and teachers collaboratively establish norms to effectively manage professional development sessions or meetings with teachers and hold each other accountable for adhering to the norms.

Munster School Psychologist Effectiveness Rubric

Domain 2: The Environment				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
2e. Organizing Physical Space General Examples	When in the position to control the physical space, the instructional coach does not organize the physical environment.	When in the position to control the physical space, the instructional coach organizes the physical environment to accommodate group size but does not align with the learning goals and/or desired outcomes.	When in the position to control the physical space, the instructional coach organizes the physical environment to align with the learning goals and desired outcomes of the session.	When in the position to control the physical space, the instructional coach and teachers collaboratively organize the physical environment to align with the learning goals and enhance the desired outcomes of the session.
2e. Specific Examples	Instructional coach chooses a space and/or arrangement which impede engagement and/or participation in discussions. Teacher and coach meet in the hallway between classes.	Instructional coach chooses an appropriate space and attempts to arrange the environment to promote interactive participation in the workshop or group collaborative discussion(s) with inconsistent results. The space selected by the coach for individual meetings with teachers is randomly chosen based on availability without consideration for privacy, comfort and/or resources.	Instructional coach chooses an appropriate space and arranges the environment to promote interactive participation in the workshop or group collaborative discussion(s). The space selected by the coach for individual meetings with teachers is private, comfortable and has access to necessary resources.	Instructional coach provides evidence to document that teachers emulate the model provided by the coach in group sessions and purposefully arrange the classroom environment to promote student interactive participation and/or collaborative discussion(s). The space used for individual meetings with teachers is mutually agreed upon and is private, comfortable and has access to necessary resources.

Domain 3: Service Delivery				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3a. Communicating with Students General Examples	Communications are inappropriate for coaching interactions	Communications are sometimes inappropriate and inconsistent for coaching interactions	Communications are appropriate and consistent for coaching interactions and based on audience needs	Communications include real time differentiation and delivery based on coaching needs
3a. Specific Examples	During a professional development session and/or co-teaching session, the instructional coach uses inaccurate instructional terminology and/or supporting inappropriate instructional strategies. Coach's spoken or written language contains errors in syntax and/or grammar.	During a professional development session and/or co-teaching session, the instructional coach uses accurate instructional terminology and/or appropriate instructional strategies without explaining the meaning and/or use. Coach's spoken or written language is correct but with limited vocabulary or not fully appropriate to the situation.	During a professional development session and/-or co-teaching session, the instructional coach engages in ongoing conversation with teachers using effective and appropriate instructional strategies and academic vocabulary. Coach's spoken or written language is clear and correct and uses vocabulary appropriate to the situation.	During a professional development session and/or co-teaching session, the coach uses a gradual release model and shows evidence that teachers are explaining to other teachers research-based instructional strategies and relevant academic vocabulary. Coach's spoken or written language is clear, correct, appropriate, and expressive. There is evidence of academic vocabulary use by teachers.
3b. Using questioning and Discussion Techniques General Examples	The instructional coach asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion.	The instructional coach uses some effective questioning and discussion techniques and the audience is inconsistently engaged in discussions.	The instructional coach uses effective questioning and discussion techniques to probe more deeply and encourage metacognition.	The instructional coach facilitates a discussion using proven and effective questioning and discussion techniques and invites audience to deepen the reflective learning through metacognitive discourse.
3b. Specific Examples	The instructional coach only models the use of close ended questions as a primary strategy and does not use clarifying, probing, or reflective questions. The instructional coach's questions do not promote student thinking.	The instructional coach infrequently uses clarifying, probing, or reflective questions. The instructional coach's questions occasionally promote student thinking and may only have a single answer.	The instructional coach frequently poses clarifying, probing, or reflective questions that stimulate teacher participation and collegial sharing. The instructional coach models questioning and discussion techniques to promote students' higher order thinking.	Teachers and the instructional coach use clarifying, probing, or reflective questions during their interactions to guide inquiry about teaching practice. Over time, the students initiate higher level questioning and discussion techniques as modeled by the instructional coach.

Munster School Psychologist Effectiveness Rubric

Domain 3: Service Delivery				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3c. Engaging Students in Learning General Examples	Activities, assignments, and materials are inappropriate for instructional outcomes or learner's current level of understanding. The learning session has no structure or is poorly paced.	Activities, assignments, and materials are somewhat appropriate for the instructional outcomes or learner's current level of understanding. The learning session has some structure but not consistently maintained.	Activities, assignments, and materials are consistently appropriate for the instructional outcomes and learner's current level of understanding. Learners are engaged and the structure for learning session is coherent and appropriate to the audience.	Throughout the lesson, learners are engaged and make contributions to the activities, materials, and assignments. The learning session is differentiated to meet the needs of all learners. Learners initiate self-reflection and course correction where necessary.
3c. Specific Examples	Instructional coach lectures for 45 minutes during a professional development activity using generic strategies and resources. The instructional coach provides whole or small group professional development, but does not work individually with teachers.	Instructional coach provides limited opportunities for participation and active engagement using strategies and resources that are relative to content but inconsistent with teacher needs. The instructional coach does not consistently collaborate and reflect with teachers before and after a classroom visit.	Instructional coach provides frequent opportunities for participation and active engagement using strategies and resources relative to content and consistent with teacher needs. The instructional coach collaborates and reflects with teachers before and after classroom visits.	The instructional coach provides ongoing opportunities for teachers to collaborate and/co-facilitate sustained professional nearing that extends past the professional learning session. The teacher initiates the before, during and after cycle with the coach and other teachers to plan for and reflect on lessons. Teachers initiate the ongoing collaboration with the instructional coach before, during and after classroom visits.
3d. Using Assessment in Instruction General Examples	The instructional coach does not share assessment tools when working with teachers and provides little or no feedback to learners during or after instruction.	The instructional coach shares limited assessment tools when multiple options are available and more appropriate. Feedback is inconsistent.	The instructional coach shares multiple, appropriate assessment measures. Feedback is consistent and timely.	The instructional coach facilitates and collaborates with teachers to develop common formative assessments and summative assessments. Feedback is consistent and timely.

3d. Specific Examples	The coach does not discuss the use of assessment to drive instruction. The coach and teacher do not use assessments to drive classroom practice. Feedback to students is non-existent The coach does not use a tool to evaluate the effectiveness of a PD session.	Teacher and instructional coach sporadically use formative assessments to analyze student learning. The coach and teacher use assessments inconsistently and ineffectively to drive classroom practice. Feedback to student is limited. The coach uses a tool for teachers to evaluate the effectiveness of a PD session, but inconsistently follows up.	Teacher and instructional coach develop formative assessments to consistently analyze student learning and communicate and share outcomes with students. The coach initiates dialogue in the after session with the teacher to reflect on effectiveness of the assessment to drive classroom practice. Students are aware of how assessments are used to evaluate their work. The coach uses a writing prompt at the end of a PD session to evaluate the effectiveness of the PD session and uses the results to plan next steps.	Instructional coach supports teacher in developing strategies that encourage student self-assessment. In collaboration with the instructional coach, the teacher uses information from the assessment, e.g., exit tickets to assess, plan and create lessons that move student learning forward. Students own the assessment results. The coach plans differentiated support for teachers based on data from PD sessions.

Munster School Psychologist Effectiveness Rubric

Domain 3: Service Delivery				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3e. Demonstrating Flexibility and Responsiveness General Examples	The instructional coach focuses on an instructional design without alignment to adult learner needs or outcomes.	The instructional coach is invested in the success of adult learners; however, adjustments to instructional design are inconsistently made with partially successful results.	The instructional coach promotes the progress of all adult learners, making adequate adjustments to instructional design. The instructional coach accommodates adult questions, needs, and interests.	The instructional coach promotes the successful progress of all adult learners, making seamless adjustments to instructional design. The instructional coach accommodates learner questions and needs, using an extensive repertoire of instructional strategies and tools.
3e. Specific Examples	Instructional coach adheres to his/her plan, in spite of evidence of its inadequacy, inappropriateness, or irrelevancy. Instructional coach spends much of the time in the coaching office and responds only when teachers approach with specific needs.	Instructional coach makes modest adjustments resulting from teacher interactions when confronted with evidence of the need for change. Instructional coach works with the teachers but does not align the coaching work with the individual or school wide needs.	The instructional coach interacts regularly with teachers and elicits suggestions via a needs assessment and collaborative inquiry about teacher needs and plans accordingly for one-on-one and small group work. Instructional coach is cognizant of the needs of the building, provides opportunities to address those needs, and offers a variety of instructional strategies to address those needs.	Teachers initiate collaborative conversations with instructional coach who welcomes, extends, and adapts strategies to meet the changing needs of teachers via ongoing conversations about teacher needs and providing differentiated support in one-one and small group work. Using core standards, the teachers and instructional coach work together to identify future needs and build a professional development plan to address those needs.

Munster School Psychologist Effectiveness Rubric

Domain 4: Professional Development/ Professional Responsibilities				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
4a. Reflecting on Teaching and Student Learning General Examples	The instructional coach does not reflect on the effectiveness of his/her professional practice or his/her reflections are self-serving. The instructional coach does not consider that his/her practice could be improved.	The instructional coach consistently reflects on the effectiveness of his/her professional practice. The instructional coach is beginning to consider that his/her practice could improve.	The instructional coach reflects on the effectiveness of his/her professional practice. The instructional coach acknowledges a need for continuous improvement in practice and accepts suggestions from peers and administrators.	The instructional coach consistently reflects on the effectiveness of his/her professional practice, researching methods for improvement to build capacity across the system. The instructional coach demonstrates a growing level of sophistication and variety of coaching techniques over time, which results in observable professional growth among the teachers with whom they work.
4a. Specific Examples	The instructional coach decides to focus on an instructional strategy with no reflection on needs. The coach does not maintain personal notes indicating reflection on his/her practice. The instructional coach does not reflect on faculty meeting presentations offered throughout the year.	The instructional coach has a Specific impression that all teachers need more training on a specific instructional strategy. The coach's personal notes are inconsistent or indicate general coaching practice improvements. The instructional coach reflects on faculty meeting presentations throughout the year with the promoting of the administrator.	The instructional coach reflects through data analysis that most teachers are struggling with moving to independence with an instructional strategy, and decides to use more modeling of the strategy in individual coaching interactions or larger group professional development. The coach's internal reflections indicate several personal specific coaching practice improvements. The instructional coach reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator.	Teachers have self-reported to the instructional coach that there is no independent use of a focused instructional strategy and the coach validates through data analysis. The instructional coach then collaborates with teachers to problem solve and develop plans for regular implementation. The coach reflects on his/her personal notes regarding specific coaching practice improvements based on research, and evidence supports a resulting change in teacher practice. The instructional coach reflects on a faculty meeting presentations offered throughout the year and shares reflections with his/her administrator. The instructional coach and administrator use the reflections to establish goals for future faculty meetings.
4b. System for Managing Students' Data General Examples	The instructional coach does not have a method for maintaining coaching records or the records are disorderly, causing errors and confusion.	The instructional coach has a rudimentary or ineffective method for maintaining coaching records that is only partially effective.	The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan.	The instructional coach has an effective system for maintaining coaching records that aligns with the school-wide strategic plan and provides data for future coaching interactions.

4b. Specific Examples	The instructional coach does not document any work with teachers. The instructional coach does not maintain a daily coaching schedule.	The instructional coach has a system for documenting work with teachers but uses it inconsistently or ineffectively. The instructional coach maintains an incomplete or inaccurate coaching schedule.	The instructional coach has a systematic way to keep confidential records and log coaching interactions with teachers. The instructional coach maintains an accurate schedule and a system to facilitate scheduling with teachers.	The instructional coach uses the confidential records to identify trends and needs of teachers which drive professional development. The instructional coach maintains an accurate schedule and advocates to ensure staff needs remain first priority.

Munster School Psychologist Effectiveness Rubric

Domain 4: Professional Development/ Professional Responsibilities				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
4c. Communicating with Families General Examples	The instructional coach fails to communicate with stakeholders, e.g., school staff, administrators.	The instructional coach inconsistently communicates with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs, etc.	The instructional coach consistently communicates in a timely manner with stakeholders about instructional research, PD opportunities, the coaching process, instructional needs etc. Information is presented in a way that is easily accessed and understood by stakeholders.	The instructional coach welcomes stakeholder input and clearly communicates information that is customized to the stakeholders resulting in the stakeholders' increasing initiation of communication that demonstrates ownership of common goals.
4c. Specific Examples	The instructional coach does not communicate with staff regarding evidence-based instructional strategies. The instructional coach does not communicate with administration or communicates confidential records with administration.	The instructional coach inconsistently communicates with some staff regarding evidence-based instructional strategies. When the administrator initiates, the coach communicates non-confidential information with the administrator.	The instructional coach consistently communicates with all staff regarding evidence-based instructional strategies. The instructional coach meets with administrators on a regular basis and shares non-confidential information.	The instructional coach develops and cultivates a system that produces a culture of open communication and collaboration among staff regarding evidence-based instructional strategies. The instructional coach advocates for a system of regular communication with the administrators and assists in implementation resulting in achievement of school-wide goals.
4d. Participating in Professional Community General Examples	The instructional coach avoids participating in a professional community, school and district events and projects. Interpersonal relationships with colleagues are negative or self-serving.	The instructional coach inconsistently participates in school and district events and projects. The instructional coach participates in professional learning communities with no follow-up or support to the members of the community. Relationships with colleagues are cordial to fulfill required duties.	The instructional coach volunteers to participate in school and district events and projects. The instructional coach takes a leadership role in Professional Learning Communities in the school. Professional relationships are consistently characterized by mutual support, cooperation, positivity, and respect.	The instructional coach leads school and district events and projects. The instructional coach researches and develops PLC's within the school and establishes a climate of professional inquiry in the school. The instructional coach cultivates a climate of mutual support, cooperation, positivity, and respect.
4d. Specific Examples	The instructional coach does not participate on building committees and participates in no school or district events. The instructional coach attends professional learning opportunities without being an active participant. A teacher reports that he/she is not willing to work with the instructional coach due to their professional relationship.	The instructional coach attends a school or district event. The instructional coach participates in professional learning without supporting implementation or further research. A teacher reports that he/she is uncomfortable working with the instructional coach although complies.	The instructional coach actively participates in school or district events. The instructional coach takes a leadership role in a PLC and supports teachers in implementing the content of the PLC. Teachers voluntarily report that the instructional coach has established a supportive and non-evaluative relationship.	The instructional coach leads a school or district even or project. The instructional coach builds capacity of teachers to establish and lead their own PLC's within the school community. The instructional coach has established a school-wide reputation based on respect, expertise, dependability and trust.

Domain 4: Professional Development/ Professional Responsibilities				
	Unsatisfactory	**Basic**	**Proficient**	**Distinguishe**
4e. Growing and Developing Professionally General Examples	The instructional coach does not participate in professional learning activities and does not share knowledge with colleagues.	The instructional coach participates in professional learning activities that are convenient or required and makes limited contributions to the profession. The instructional coach is beginning to consider feedback from supervisors and colleagues.	The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning, deepen professional knowledge and keep current with emerging instructional research. The instructional coach welcomes feedback from supervisors and colleagues.	The instructional coach seeks professional learning activities based on self-assessment to engage in continual learning and originates activities that contribute to the profession. The instructional coach asks for feedback from supervisors and colleagues to improve the system.
4e. Specific Examples	The instructional coach is not interested in accessing professional resources for personal growth such as professional organizations, blogs, listservs, journals etc. The instructional coach models an instructional strategy, but provides no opportunities for collegial feedback and reflection.	The instructional coach attends a professional learning workshop or reads professional journals but does not share the knowledge with colleagues. The instructional coach models an instructional strategy, then solicits collegial feedback, but does not consider this feedback for future sessions.	The instructional coach attends a local, regional or national education conference or workshop, reads professional journals, and develops a method to share knowledge with colleagues. The instructional coach models an instructional strategy and provides a template for collegial feedback and reflection. This feedback contributes to the instructional coach's personal professional growth.	The instructional coach takes a leadership role in, contributes to, or facilitates professional learning opportunities on a local, national and/or statewide level. The instructional coach and a team of teachers collaborate on a particular instructional strategy and invite colleagues to visit in order to provide objective feedback and reflection. This process contributes to the professional growth of all involved.
4f. Showing Professionalism General Examples	The instructional coach does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. The instructional coach fails to comply with school, district or state regulations.	The instructional coach is honest and well-intentioned in contributing to decisions in the school. The instructional coach is beginning to support stakeholders. The instructional coach needs reminders to comply with school, district, or state regulations.	The instructional coach consistently demonstrates ethical behavior and professionalism and complies fully and voluntarily with school, district and state regulations.	The instructional coach is proactive and assumes a leadership role in demonstrating the highest standards of ethical conduct and models compliance with school, district and state regulations.

4f. Specific Examples	The instructional coach is not discreet and does not maintain confidentiality. The coach makes decisions based on self-serving interests.	The instructional coach is inconsistently discreet and professional. The coach's decisions are based on limited though genuinely professional considerations.	The instructional coach is consistently discreet and professional, maintaining the norms of confidentiality. The coach maintains an open mind and participates in team and departmental decision making.	The instructional coach is considered to be the model for discretion and professionalism in the building and coaches others regarding professional behavior. The coach takes on a leadership role and helps to ensure that school decisions are based on highest professional standards.

Munster School Psychologist Effectiveness Rubric

Purpose of the Rubric

The School Psychologist Professional Practice Rubric (SPPPR) was developed for three key purposes:

To provide a description of the *key roles and responsibilities* of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.

To *inform* the personnel evaluation process of school psychologists.

To assist school administrators' *recognition of* effective school psychologists and *support of ongoing professional development* for their school psychology staff.

Development of the Rubric

The SPPPR was developed by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). Multiple stakeholders provided input and the rubric was piloted in 15 Indiana districts/cooperatives.

The Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists [NASP], 2010) was utilized to develop the domains, indicators, and example activities. The SPPP was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education. The below resources were also utilized:

Harvey, V. S., & Struzziero, J. A. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.) Thousand Oaks, CA: Corwin Press.

Skalski, A. K. (2011, March/April). Should Student Achievement Data Be Considered in the Evaluation of School Psychologists? NASP Communiqué. www.nasponline.org

Using the Rubric

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.
- The SPPPR should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
- School psychologists should provide evidence, or artifacts, to support their self-ratings on the SPPPR. Examples include: student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.
- The SPPPR should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles. When possible, a credentialed school psychologist should be the evaluator or at a minimum serve as one level of review.
- The activities listed for the rating categories (Highly Effective, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
- Supervisor ratings on the SPPPR will be more accurate and valid when based on first-hand knowledge of the school psychologists' job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
- The final SPPPR ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.
- Scoring of the SPPPR should take into consideration the domains determined applicable to the individual school psychologist. Normative data has not been collected for the SPPPR so decisions about criteria and overall classifications of effectiveness should be ma

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

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

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.	School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.
1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.	School Psychologist conducts evaluations that are -Not compliant with Article 7, and/or -Inappropriate for the student being evaluated.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of Article 7, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
1.5: Completes evaluations in a timely manner.	Multiple evaluations completed past the compliance due dates	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	Completed all in a timely manner
1.6: Utilizes technology as part of data-based decision making practices.	School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.	School psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is **insufficient** to meet expectations of role/school(s).	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs,

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

Indicator	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains -Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist is -Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are **insufficient** to meet expectations of role/school(s), and -Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.	School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include -Researches and helps select instructional strategies, approaches, or programs, -Assists staff in learning and implementing new instructional strategies, approaches, or programs, -Assists in the collection of information about implementation integrity. -Assists with student safety and bullying activities.	School Psychologist fulfills the criteria for level 3 and additionally -Serves as a member of school building level teams 9e.g., school improvement team, intervention team, etc.), -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide practices.
2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.	School Psychologist -Lacks knowledge about intervention strategies and practices, - Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist is -Responsive to opportunities to contribute to intervention practices but contributions are **insufficient** to meet expectations of school(s)/role and -Involved in continued professional growth and learning regarding intervention practices.	School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Researches and helps select intervention strategies and approaches for school(s), -Helps develop intervention plans for individual students or small groups of students, -Applies progress monitoring data to intervention practices	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem-solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assist with the development and/or delivery of staff professional development to support

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
			and decisions about need for additional services/supports. -Assists staff in learning and implementing new intervention strategies, approaches, or programs, -Provides intervention services to individual students or small groups, or -Assists in the collection of information about implementation integrity.	Intervention services.
2.3: Contributes to crisis response and intervention practices.	School Psychologist -Lacks knowledge about crisis response and intervention practices. -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist is -Responsive to opportunities to contribute to crisis response and intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding crisis response and intervention.	School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s). Example activities include - Assists in the development of crisis response and intervention plans, -Participates in school-wide crisis response and intervention training, -Provides crisis intervention services to students, staff, and community.	School Psychologist fulfills the criteria for Level 3 and additionally -Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development on crisis response and intervention. -Collaborates with community agencies to provide coordinated response and services to crisis situations.

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.	School Psychologist -Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior. -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist -Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes But practices -Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.	School Psychologist -Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and -Knowledge and skills meet the expectations of the role and school(s) population.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on student diversity. -Provides mentoring and coaching to colleagues regarding issues of diversity and student learning, -Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.

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

3.2: Engages in consultation and collaboration with parents and families.	School Psychologist -Lacks knowledge about effective consultation strategies and practices, and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities.	School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s). Example activities include - Discusses parent concerns and provides suggestions for strategies to use at home, -Clearly explains assessment data and intervention strategies,	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies.

DOMAIN 3: CONSULTATION AND COLLABORATION, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
			-Explains school procedures for services such as special education, intervention, etc. -Clearly explains evaluation findings following special education evaluation, and -Answers questions clearly and comprehensively.	-Applies knowledge in innovative ways to assist students and families. -Conducts and/or assists with parent education sessions and trainings
3.3: Engages in consultation and collaboration with community agencies and providers.	School Psychologist -Lacks knowledge about effective consultation strategies and practices and/or -Fails to take advantage of opportunities to engage in continued professional growth and learning.	School Psychologist -Is involved in continued professional growth regarding consultation and collaboration strategies, However individual's practices do not -Demonstrate application of this knowledge to expected roles and responsibilities	School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s). Example activities include -Contacts community providers to obtain information needed for instructional programming, -Clearly explains school procedures for services and practices, -Refers students and families to community providers for needed services, -Communicates with community providers in a clear and ethical manner.	School Psychologist fulfills the criteria for Level 3 and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation. -Provides mentoring and coaching to colleagues regarding consultation strategies. -Applies knowledge in innovative ways to assist students, families, schools, and community, -Conducts professional development for community agencies and providers

Domain 4: LEADERSHIP

School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

Indicator	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill.	School Psychologist -Fails to seek or take advantage of opportunities to engage in professional learning, and/or -Fails to respond to feedback from supervisor(s) regarding the need for professional learning.	School Psychologist -Attends mandatory professional learning events But does not -Respond to constructive feedback, -Demonstrate application of knowledge/skill addressed in professional learning events, or -Initiate attendance at optional professional learning events.	School Psychologist -Responds well to constructive feedback, -Utilizes feedback to identify areas for professional growth, -Initiates attendance at optional professional learning events, -Engages in professional reading of current research and practice, -Demonstrates application of knowledge/skills addressed in attended professional learning events.	School Psychologist fulfills the criteria for Level 3 and additionally -Reflects critically on own skills and identifies professional learning needs, -Shares newly learned knowledge and practices with colleagues and school staff, -Seeks opportunities to provide professional learning sessions for colleagues and school staff, and
4.2: Contributes to School and/or Profession of School Psychology.	School Psychologist -Rarely or never contributes ideas to improve school, district, or cooperative efforts. -Rarely participates in activities that occur outside the typical school day hours, -Little or no involvement in activities designed to advance the professional practice of school psychologists.	School Psychologist -Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.) But does not -Initiate involvement in such activities.	School Psychologist -Contributes ideas and expertise to improve the functioning of the school, district, or cooperative, -Participates in activities focused on improving the procedures and practices of the school, district, or cooperative, -Maintains membership in professional organizations and participates in sponsored activities.	School Psychologist fulfills the criteria for Level 3 and additionally -Assumes leadership positions in professional organizations or school or district committees, -Mentors school psychology practicum students and interns.

Domain 4: LEADERSHIP, continued				
Indicator	**Unsatisfactory (1)**	**Basic (2)**	**Proficient (3)**	**Distinguished (4)**
4.3: Advocates for student success.	School Psychologist -Demonstrates limited commitment to the growth and learning of students. -Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.	School Psychologist -Demonstrates a concern about student failure or lack of progress But does not -Advocate for student needs.	School Psychologist -Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed, -Advocates in a respectful and effective manner	School Psychologist fulfills the criteria for Level 3 and additionally -Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students, -Seeks systems level changes that will benefit all students and families.

DOMAIN 5: CORE PROFESSIONALISM

School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

Indicator		**Meets Standard (1)**	**Does Not Meet Standard (0)**
5.1	Attendance	Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement.	Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
5.2	Punctuality	Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.	Individual has demonstrated a pattern of unexcused late arrivals or early departures.
5.3	Respect	Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.
5.4	Policies and Procedures	Individual follows state, corporation, and school policies and procedures.	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.

Speech & Language Pathologist (SLP) Rubric

	Unsatisfactory	Basic	Proficient	Distinguished
1a Knowledge of Content and Pedagogy GENERAL Examples	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
1a Specific Examples	SLP plans to focus only on articulation during the lesson, while language and fluency are documented areas of need. SLP plans to utilize only repetitive drill and practice instructional methodology during the speech/language support sessions.	SLP plans a lesson on phonemic awareness without linking the activities to literacy. SLP plans to focus on articulation of a specific speech sound at the sentence level, which is a documented area of need; however, the progress monitoring data indicates the student has not yet mastered the speech sound at the word level.	SLP plans to use an Augmentative/Alternative Communication (AAC) system consisting of voice output devices, picture communication board, and sign language for a lesson with a student who is non-verbal. In teaching students with both articulation and language disorders the SLP works on skills from each disorder area within a session	SLP researches speech/language journals to obtain information regarding evidence-based methodologies to reduce episodes of stuttering in adolescent student population on current caseload. SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.
1b Demonstrating Knowledge of Students General Examples	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students. The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

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1b Specific Examples	SLP plans a lesson in which verbal responses are required, but does not provide an alternative means of communication (i.e., voice output communication aid, picture communication board, etc.) for a student who is non-verbal. The SLP prepares a language lesson, while student's documented area of need is fluency.	SLP plans the same articulation lesson for all ages of students. SLP is aware of student's past medical history of a traumatic brain injury (TBI), but does not consider this information when developing appropriate instructional outcomes (e.g., executive functioning skills, short-term memory, etc.)	SLP maintains a student information sheet in his/her logbook for each student containing information regarding special needs, medical issues, language proficiency, and culture. SLP plans a lesson containing visual supports (i.e., picture communication board, picture schedule, work system, etc.) to promote communication in students diagnosed with autism spectrum disorders (ASDs).	SLP administers a preference assessment in order to identify students' interests and incorporate the interests into speech/language lessons. SLP researches and creates a presentation to educate others about dialectal and phonemic difference in a specific student population.
1c Setting Instructional Outcomes General Examples	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
1c Specific Examples	An articulation goal states "Student will increase articulation skills." Speech/language goals remain in student's IEP despite being mastered.	SLP uses the same language goal with all ages of students on his/her caseload. SLP composes a goal to address curricular vocabulary based on the results of a diagnostic assessment; however, the SLP does not consider the corresponding grade-level academic standards when developing the goal.	SLP uses assessment information and considers the corresponding grade-level academic standards when to developing IEP goals. The SLP sets instructional outcomes for the student who stutters based on the types of stuttered words or parts of words.	SLP consults with the student to review assessment data and academic curricular standards to develop IEP goals. SLP collaborates with other teachers to develop appropriate vocabulary and sentence structure and grammatical goals.
1d Demonstrating Knowledge of Resources General Examples	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.

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1d Specific Examples	When planning and preparing for a lesson on pronouns, the SLP utilizes only one set of commercially prepared cards and uses the cards in only one way. When asked by colleagues and/or students' parents about the availability of medical speech/language support services, the SLP replies, "I don't know of any services in this area and can't find out."	SLP implements an approach to treatment of language disorders that used to be prominent years ago with most students, while making only general connections to speech and language needs. SLP plans and prepares to use materials that are located only in the speech therapy room.	SLP independently conducts research regarding the use of augmentative/ alternative communication with students diagnosed with autism spectrum disorders to expand his/her knowledge in this area. SLP shares effective strategies to address stuttering in the regular education classroom/general education curriculum with colleagues.	SLP participated in an online course pertaining to speech/language acquisition for students with cochlear implants. The SLP then used this information to compose an in-service presentation for colleagues. SLP contacted the speech/language clinic at local college/university to obtain information regarding services in order to share with a parent regarding additional medical services.
1e Designing Coherent Instruction General Examples	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	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 learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
1e Specific Examples	SLP plans and prepares a language lesson that has no clear scope and sequence. SLP does not review data to make instructional decisions regarding the progression of future speech/language instruction/lessons.	SLP plans and prepares an articulation lesson that provides the student with an opportunity for guided and independent practice of his/her target speech sound; however, the lesson does not have an introduction or closure. SLP creates instructional plans according to initial assessments, but the plans are not altered based on students' needs and frequent formative assessment.	SLP creates instructional plans that are instructionally sound, based on the diagnosed speech and language problem, and allow the student to make progress. SLP allots an appropriate amount of time to address all components of the speech/language lesson plan (i.e., introduction, opportunity for guided and independent practice of established speech/language support goals, and closure).	SLP creates instructional plans that are based on the academic standards and make direct connections to the diagnosed speech and language problem. The instructional plans establish speech carryover to the classroom. SLP collaborates with general education teachers to review instructional strategies and student data for effectiveness and adjusts instruction accordingly.

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1f Designing Student Assessment General Examples	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends 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 outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
1f Specific Examples	SLP has no evidence of formal or informal assessments. SLP has no evidence of data collection associated with a therapy session.	SLP collects baseline data before and after breaks in instruction to adjust instruction. SLP only considers progress monitoring data when planning and preparing for speech/language support sessions.	SLP consistently reviews student data and adjusts plans for instruction accordingly. SLP consistently collects assessment data from a variety of sources, including progress monitoring data, teacher input, parent input, diagnostic assessments, and classroom-based assessments. SLP uses the assessment data to plan for future speech/language	The SLP develops his/her student assessments directly from classroom assessments, particularly in reading, so that the assessments include student input so that the student can measure his progress toward his goals. SLP provides his/her students with data collection sheets to self-monitor progress towards goals in the general education curriculum.
2a Creating and Environment of Respect and Rapport General Examples	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

	Unsatisfactory	Basic	Proficient	Distinguished
2a Specific Examples	SLP does not model how to interact and treat one another, and students often talk while others are talking or even push or take things from one another. SLP frequently raises his/her voice to students in order to manage a group of students. Student looks to SLP for reinforcement but SLP disregards the child's intent.	SLP occasionally discusses how to be polite, how to take turns, and other active listening models. SLP often has to redirect; SLP and students occasionally demonstrate politeness conventions ("please" "thank you"). Student looks to SLP for reinforcement and SLP inconsistently responds.	SLP demonstrates and discusses, and involves students in modeling how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies. Students routinely work on tasks provided, while the SLP actively reinforces politeness conventions ("That was very polite of you."), taking a proactive stance in creating an environment of respect and rapport. Student looks to SLP for reinforcement and the SLP consistently responds.	SLP demonstrates and discusses, and involves students in modeling and self-regulating how to be polite, how to take turns, how to show encouragement and respect to one another, and other active listening strategies. Students routinely work together on tasks and remark and/or demonstrate kindness to and acceptance of one another ("your turn" "thank you" "you did a great job on that one!" "You can do it!"). Student looks to SLP for reinforcement and SLP adjusts quantity and speed of reinforcement based upon student's performance.
2b Establishing a Culture for Learning General Examples	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
2b Specific Examples	Students cannot explain why they attend speech therapy, even with prompting (when developmentally appropriate) The SLP occasionally states that speech and/or language problems must be corrected, and only provides correct speech models for the group as a whole or general feedback, such as "right" or "wrong." Based on preconceived opinions of a student's ability to communicate, the SLP has low expectations for progress.	Students sometimes can identify in general terms or when given choices why they attend speech therapy ("I come for my talking."). The SLP presents models and descriptions of corrections for speech and/or language problems but does not explain reasoning or purpose behind improvement of communication, and does not work to engage students' ability to self-correct (only SLP provides corrections). Based on preconceived opinions of a student's ability to communicate, the SLP has inconsistent expectations for progress.	Students routinely can identify or explain their individual speech and language goals, when given simple prompts or questions. The SLP teaches and consistently reinforces that having a speech and/or language problem is different for each student and that we respect each other's correct and incorrect responses in the group. SLP routinely provides individualized models of correct speech production, and elicits self-corrections from students; they discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations with teacher direction. Based on educational background and experience regarding a student's ability to communicate, the SLP has consistent expectations for progress.	Students can independently state their own goals and objectives, in age appropriate terms, and make statement(s) about progress or show evidence by data found in the room or speech folder(s). The SLP establishes opportunities for students to take responsibility for their communication through self-reflection and correction; they independently discuss and practice direct connections of improved speech and language with classroom curriculum and practical or vocational situations. Based on educational background and experience regarding a student's ability to communicate, the SLP has high expectations for progress.

	Unsatisfactory	Basic	Proficient	Distinguished
2c Managing Classroom Procedures General Examples	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
2c Specific Examples	Students sit unengaged in any activity while waiting for SLP to arrive or to start the lesson. Students squirm in their seats or otherwise do not pay attention while SLP completes routine task such as checking speech folders. Much instructional time is lost to speech books and stickers, or game set-up and play. Students need frequent instruction on rules and procedures; they are unable to state the classroom expectations and routines.	Students need SLP direction to complete routine activities such as sticker charts or getting folder ready for review. Students usually wait, but not always quietly, and without a task to keep them engaged while SLP is working with another student. SLP occasionally has to reinstruct during the session regarding routines with speech books, stickers, and turn-taking; one visual reminder (poster, list) is displayed to remind students of routines and rules.	SLP has materials organized and ready for use as group arrives. Students engage in routine or practice activities while waiting for SLP or another student to complete a task. SLP rarely has to reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference.	Students can independently locate appropriate materials and can begin established therapy routines without SLP direction. Students independently remain engaged during sessions because they know the classroom procedures and expectations. SLP does not reinstruct during the session regarding routines due to consistent implementation of distinct rules and procedures for the operation of the therapy sessions; classroom rules and expectations (visuals of a positive nature such as posters, lists) are posted for student reference. Students were involved in developing rules and procedural operations for therapy sessions and can state these as well as identify the posted classroom expectations and rules.
2d Managing Student Behavior General Examples	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

	Unsatisfactory	Basic	Proficient	Distinguished
2d Specific Examples	SLP misses opportunities to reinforce positive behavior, and works only to control negative behaviors when they occur. SLP does not know or follow behavior management systems in school(s) serviced. SLP does not enforce the use of universal health precautions; students sneeze on each other and materials without consequence.	SLP addresses both positive and unacceptable behavior but without alternative or replacement behavior for undesirable conduct; SLP feedback is inconsistent and vague such as "stop that." SLP is inconsistent with following the behavior management system in the school(s) serviced. SLP inconsistently reinforces the use of universal health precautions, such as use of tissues, hand sanitizers, etc.	The SLP implements specific procedures for when students go off task or are reluctant to do work. SLP follows the behavior management system in the school(s) serviced, and reinforces the system by reminding students and referring to the procedures in a positive manner ("You sat nicely and waited your turn."). SLP and students are consistent with use of universal health precautions, such as use of tissues, hand sanitizers, etc., since items are placed where students can easily reach them.	In addition to consistently addressing behaviors and following the behavior management system in the school(s) serviced, the SLP is proactive regarding behavior by arrangement of furniture and individuals; students provide praise or compliments to one another regarding positive behavior. SLP and students always use universal health precautions; students automatically follow precautions without reminders, and can remind others as necessary.
2e Organizing Physical Space General Examples	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
2e Specific Examples	Unsafe transitions when moving to/from speech 'room' are noted (ex: students hop on stairs). There are potential safety hazards, such as electrical or plumbing items, in the room that are easily touched by the students and SLP takes no steps to correct these dangers. The SLP does not manage the physical space to provide for a conducive learning environment (Ex: the furniture is not of the appropriate size or function for the students; student cannot participate fully due to wheelchair arrangement).	SLP inconsistently corrects unsafe transitioning behavior (ex: remind students to hold onto the railing and take one step at a time). SLP, to the best of his/her ability has removed any potential safety hazards in the room and reinforces safety precautions through modeling and instruction to prevent harm. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem. SLP inconsistently attempts to manage the physical space (such as furniture or special equipment arrangement) but student's access for instruction is not optimal.	SLP has established and consistently enforces rules for transitioning in and out of therapy room, and SLP has addressed any potential safety hazards or equipment arrangement needs. SLP and students know and practice evacuation procedures (in case of fire, bomb scare…) and these procedures are clearly posted in room. SLP has organized the physical space so that furniture arrangement facilitates group interactions; there are no physical barriers to instruction. SLP has addressed any concerns and has appropriate solutions in place which students use as directed.	Students consistently follow and can explain transition rules. SLP is flexible in scheduling place of instruction if usual materials/place is unavailable or unsafe. SLP and students know and practice evacuation procedures in case of fire, bomb scare, or other potential problem; procedures are clearly posted in room and students can direct others regarding these procedures if necessary. Safe and appropriate physical space is consistently managed by the SLP; SLP has addressed any concerns and appropriate substitute solutions are in place that students use independently (ex: students may choose and use furniture/items that fit them best).

	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students General Examples	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to\ follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3a Specific Examples	Students are not aware of the skill they are working on; language used is not appropriate for age of students or cognitive ability (no attempts made to clarify instructions).	SLP may clarify the task when questions are asked by restating directions in the same manner; SLP may tell students they are working on categorization without explaining what categorization is to the students.	SLP uses multiple modalities to demonstrate tasks and explain relevant vocabulary (uses visuals along with verbal explanations to explain task); SLP clearly states skill that will be worked on during the session ("Today you are working on…").	SLP asks a student to explain a task to a peer; SLP all modalities when demonstrating/explaining tasks (SLP uses category cards with picture representations, paired with SLP verbal explanation and the physical demonstration of matching the cards into categories).
3b Using Questions and Discussion Techniques General Examples	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3b Specific Examples	SLP does not engage all students (some children appear to be off task). SLP only asks multiple choice questions or "what" questions.	SLP does ask a range of questions but relies on lower level question (uses only concrete examples, no abstract, higher level thinking). SLP facilitates some peer interaction through discussion but does not allow students to develop their own questions for each other.	SLP engages most students by asking a variety of questions and allows students to develop their own questions (SLP uses who, what, where, when and why open-ended questions to elicit higher level thinking). SLP involves all students in discussions and uses prompting strategies to encourage all students to	Students initiate spontaneous extension of target skills through conversation. Adjustments in complexity are made as the students demonstrate success. SLP structures lessons and language usage to meet the students' needs.

	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning General Examples	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
3c Specific Examples	Therapy is limited to auditory information (no visuals or kinesthetic cues/prompting). SLP rushes through tasks without checking for understanding of the skills being taught.	SLP checks for understanding on an inconsistent basis. Students are able to recall prompts but not given opportunities to practice (can explain articulatory postures for production of target sound but not given opportunity to practice).	Students are observed giving multiple responses to practice and receive immediate corrective feedback. SLP provides direct instruction and checking for understanding while balancing an appropriate amount of feedback that engages all students.	Students are prompted to suggest learning ideas for different modifications to teach different skills (students are involved in creating their own learning tasks). Clear conclusion of lesson by educator and students. Students are able to restate what they have worked on or learned during session.
3d Using Assessment in Instruction General Examples	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

	Unsatisfactory	Basic	Proficient	Distinguished
3d Specific Examples	SLP administers the same test regardless of the reason for referral (uses Goldman Fristoe to assess language). SLP makes little or no effort to assess if students understand the skills being taught or modeled for them (little to no evidence of data collection).	SLP provides immediate feedback often about the student response, however, it is not always specific (SLP often says "good job"). Students are aware they are being assessed within the session but not aware of their progress with skills.	Clear evidence that a variety of assessments are used regularly with systematic monitoring of progress (oral responses, written responses, teacher observation, self-assessment). SLP provides examples of expected responses and uses other students to model accurate responses.	SLP often asks students to evaluate themselves or peers within the session and allows for peer feedback (peers assess sound productions of peer and offer suggestions to remediate). SLP consistently and effectively assists students in setting rigorous goals; self-assessing, monitoring and taking responsibility for their progress (promotes self-monitoring skills and carryover of skills into academic setting).
3e Demonstration Flexibility and Responsiveness General Examples	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
3e Specific Examples	SLP does not plan for transitions or provide closure between lesson/activities (jumps from one activity to another without explanation). SLP does not respond to student's information seeking questions in an appropriate manner and time (ignores student questions)	SLP is aware of student confusion but makes no attempts to clarify (SLP is aware students do not understand placement cues for sound production but does not clarify). SLP says, "I'll try to think of another way to approach this and get back to you."	SLP provides answers to students' information seeking questions in an appropriate manner and time and answers the question. SLP says, "That's an interesting idea; let's see how it fits." (In response to language activity).	SLP incorporates school and community events into therapy session (pragmatic lesson relating to upcoming dance-appropriate behavior, assembly-vocabulary, and appropriate behavior). SLP consistently reviews skills to ensure understanding of concepts related to individual needs (figurative language, perspective taking).
4a Reflecting on Teaching General Examples	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

4a Specific Examples	SLP rarely or never assesses the lesson's effectiveness, and the degree to which outcomes are met. SLP offers no suggestions for how a lesson could be improved.	SLP inconsistently assesses a lesson's effectiveness, and the degree to which outcomes are met. SLP offers global suggestions about how a lesson could be improved.	SLP consistently assesses the lesson's effectiveness, and the degree to which outcomes are met and can cite evidence to support the judgment. SLP offers specific suggestions for lesson improvement.	SLP Consistently and effectively assesses the lesson effectiveness, both during and following instruction. SLP offers extensive suggestions during instruction and makes adaptions as needed.

	Unsatisfactory	Basic	Proficient	Distinguished
4b Maintaining Accurate Records General Examples	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
4b Specific Examples	SLP does not abide by mandated timelines (overdue IEPs, ERs, and RRs); No evidence of data collection from lessons; does not complete progress reports as indicated in IEP.	SLP abides by mandated timelines. Minimal data collection is evident. Progress reports are completed on time but lack specificity on student progress toward goals.	SLP meets all timelines. Consistent data collection is evident for progress monitoring. Progress reports include specific student data toward annual goals.	SLP develops and shares with colleagues protocols that assist with organizing and maintaining data collection. Students contribute to collection of data as appropriate to their abilities.
4c Communicating with Families General Examples	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4c Specific Examples	SLP fails to respond to the parent's/guardian's inquiries regarding the instructional program or the student and/or contacts are inappropriate in content and insensitive to cultural differences.	SLP responds inconsistently to the parent's/guardian's inquiries in regard to the instructional program and/or with general information not specific to the individual student. SLP tries to incorporate cultural differences but does not do so consistently.	SLP consistently initiates responses to families to inform the parent/guardian about the student and the instructional program. SLP contacts are consistently culturally appropriate.	SLP develops a system for communication with families beyond mandated time frames to further provide information to families. Time frame for notes and type of communication is determined with parent input. SLP is highly sensitive to cultural needs.

	Unsatisfactory	Basic	Proficient	Distinguished
4d Participating in the Professional Community General Examples	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4d Specific Examples	SLP is negative or self-serving in attitude and relationships with colleagues. SLP refuses to participate in activities which promote professional communities with colleagues.	Work with others is inconsistently characterized by openness, courteous and genuine behaviors. Self-serving behaviors are sometimes noted to promote self. The SLP will attend required meetings but actual participation in the content and discussion is minimal.	SLP is open to sharing expertise and materials with colleagues. SLP volunteers for professional community opportunities and actively participates in the content, discussion and outcomes determined.	SLP takes a leadership position in supporting colleague's growth through mentoring or leadership within professional communities. SLP offers to provide graduate externship experiences.
4e Growing and Developing Professionally General Examples	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4e Specific Examples	SLP does not actively participate in any professional organizations or seek to grow in skills which will support students' instruction.	SLP politely attends district workshops and professional development days, and makes minimal use of the materials received. SLP only attends mandatory in-services but does not actively seek self-skill growth opportunities.	SLP actively seeks trainings reflective of current caseload needs and/or school district needs to meet the needs of the students. Actively uses feedback to develop skills and improve own practice.	SLP makes a substantial contribution to school, district or program events and projects and assumes a leadership role with colleagues. SLP initiates ideas with the supervisors to determine professional development opportunities which will support program and collegial growth.

	Unsatisfactory	Basic	Proficient	Distinguished
4f Showing Professionalism General Examples	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
4f Specific Examples	SLP displays unprofessional behaviors (dress, language, interactions) SLP does not adhere to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP displays inconsistencies in professional behaviors. SLP inconsistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP demonstrates professional behaviors at all times. SLP consistently adheres to professional responsibilities, such as being tardy to work, meeting timelines, and keeping student schedule timelines.	SLP demonstrates leadership in advocating for children and families. SLP promotes speech/language profession by initiating a leadership role within the program.

Appendix A

Notes from IC-20-28-11.5

Appendix A – Notes from IC 20-28-11.5)

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 4 is an optional form that can be used.)

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents, in writing and by email, of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports – Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation – A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

Tenure Categories – New Teacher Tenure Categories begin July 1, 2012

A. Probationary Teacher (IC 20-28-6-7.5) – A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary* or three *improvement necessary* ratings in a 5-year period.
B. Established Teacher (IC 20-28-6-8) – A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
C. Professional Teacher (IC 20-28-6-7.5) – A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)

A. Probationary Teacher
    1. One (1) *ineffective* rating
    2. Two (2) consecutive years of *improvement necessary*
    3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
    4. Any reason considered relevant to the school's interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence

a. Two (2) consecutive years of *ineffective* ratings; or
b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period

5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

Appendix B
Forms

Teacher Evaluation Form 1

Pre-Observation Form - Teacher

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

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date and Period of Scheduled Observation: _____

Dear Teacher:

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

1. What are the learning outcomes for this lesson? What do you want the students to understand?

2. What standards will you target during this class?

3. How does this learning "fit" in the sequence of learning for this class?

4. Briefly describe the students in this class, including those with special needs.

5. How will you engage the students in learning? What will you do? What will the students do? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

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

Post-Observation Form - Evaluator

The primary post-observation document should simply be a copy of the observation notes taken in the classroom along with ratings provided by the evaluator. The post-observation documentation will be provided through the online observation program, Standards for Success.

Teacher Evaluation Form 2

Post-Observation Form - Teacher

School: _____ Observer: _____

Teacher: _____ Grade/Subject: _____

Date of Observation: _____

Dear Teacher:

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

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? If there are no samples, what helped you gauge the students' levels of engagement and understanding?

3. Comment on the classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on the different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Teacher Evaluation Form 3

Mid-Year Check-In Form

School: _____

Teacher: _____

Date: _____

Summative Evaluator: _____

Grade/Subject: _____

Note: Mid-year check-in conferences are **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 5 years. This conference is also mandatory for any teacher with less than 3 total years of teaching experience at the School Town of Munster. This conference is optional for any other teachers, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, write N/A.

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

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

Domain 1: Planning & Preparation	**Mid-Year Assessment of Domain 1**
1a. Demonstrating knowledge of content and pedagogy. 1b. Demonstrating knowledge of students. 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessment	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Domain 2: Classroom Environment	Mid-Year Assessment of Domain 2
2a. Creating an environment of respect and rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Domain 3: Instruction	Mid-Year Assessment of Domain 3
3a. Communicating with students 3b. Using questioning and discussion techniques. 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Domain 4: Professional Responsibilities	Mid-Year Assessment of Domain 4
4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Demonstrating professionalism.	
Mid-Year Rating (Circle One)	**4 – Distinguished** **3 – Proficient** **2 – Basic** **1 – Unsatisfactory**

Core Professionalism	Mid-Year Assessment
Attendance On-time arrival Policies and Procedures Respect **Mid-Year Rating (Circle One)**	**Meets Standards** **Does Not Meet Standards**

Teacher Evaluation Form 4

Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

Name			
School			
Grade Level(s)		**Grade Level(s)**	
Date Developed		**Date Completed**	
Primary Evaluator Approval		Primary Evaluator Signature	
Teacher Signature		Teacher Signature	

Professional Growth Goal 1						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	

Professional Growth Goal 2						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	

Professional Growth Goal 3						
Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to the Teacher Effectiveness Rubric: (ex: Competency 3b: Using questioning and discussion techniques)	Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met	Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.				Evidence of Achievement: How do you know that your goal has been met?
	Action Step 1	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/ /_____	__/ /_____	__/ /_____	__/ /_____	
		Data:	Data:	Data:	Data:	

Teacher Evaluation Form 5

Final Summative Rating

School: _____

Teacher: _____

Grade/Subject: _____ Date:_____

Summative Evaluator: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference.

Number of Formal Observations:_____

Number of Informal Observations:_____

Domains 1-4 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		%	
Domain 2		%	
Domain 3		%	
Domain 4		%	
Domains 1 – 4 Total Weighted Score		100%	
Domain 5: Core Professionalism (meets or does not meet standards)			
Final Teacher Effectiveness Rating			

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Weighted Score
3. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Teacher Practice Rating

If the teacher *Meets Standards* in Domain 5 (Core Professionalism), deduct 0 points. The final teacher score remains the same as in the previous step. If the teacher *Does Not Meet Standards*, deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Score, Domains 1-5: _____

Assign the appropriate ratings and then multiple the weights to calculate the final rating:

Final Teacher Evaluation Rating

Measure	Rating (1-4)	GROUP 1 Weights	Weighted Rating
Teacher Effectiveness Score		75%	
Indiana Growth Model or Local Growth Measure		13%	
School-wide Learning Measure		12%	

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

Per IC 20-28-11.5-4 (c)(6), teachers who have negatively affected student growth will receive a final summative rating no higher than "Improvement Necessary." If the growth measure is 1, the final Score may not be higher than a score of two (2).

Use the chart below and the Final Summative Evaluation Score to determine the teacher's final rating.

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 → 1.75 → 2.5 → 3.5 → 4.0

Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective ☐ Improvement Necessary ☐ Effective ☐ Highly Effective

Tenure Category:

Current School Year	**Next School Year**
☐ Probationary Teacher	☐ Probationary Teacher
☐ Established Teacher	☐ Established Teacher
☐ Professional Teacher	☐ Professional Teacher

Teacher Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature:_____ Date:_____

Evaluator Signature:

I have met with this teacher to discuss the information on this form and provided a copy.

Signature_____ Date:_____

Teacher Evaluation Form 6
Assessment Analysis

Grade Level/Subject:_____

Teacher(s):_____

Content Skills Assessment Analysis

Question	**Skill or Content addressed by the Question including Standards**	**DOK Level** 1 = Recall 2= Skill/Concept 3= Strategic Thinking 4=Extended Thinking	Action Verb(s) 1:List, define, label 2:Estimate, compare, modify, predict 3:Critique, construct, formulate, hypothesize 4:Design, connect, synthesize, analyze, prove	**Question Format** open ended, multiply choice, matching, essay, etc.
1				
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3				
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Administrator Evaluation Manual:
School Town of Munster RISE Model

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Indiana Principal Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day—teachers. Indiana is committed to effectively supporting teachers and to ensuring the success of every student. Doing so requires that every school in the state is led by effective principals, as these school leaders have a tremendous impact on both teacher effectiveness and student learning. To support those principals it is important to have effective district level administrators as well as effective assistant principals.

As a starting point for increasing administrator effectiveness, we need fair, credible and accurate annual evaluations to differentiate performance and to support professional growth. With the help of educators throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Regardless of model or system, evaluations must:

- **Be Annual:** Every administrator, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

- **Focus on Student Growth and Achievement:** Evaluations should be student-focused. First and foremost, an effective principal creates the conditions for all students to make academic progress. A thorough evaluation system includes multiple measures of performance, and growth and achievement data must be one of the key measures.

- **Include Four Rating Categories:** To retain our best administrators, we need a process that can truly differentiate the performance of our best school leaders, and give them the recognition they deserve. If we want all administrators to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

Performance Level Ratings

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

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

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

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

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

Overview of Components

Principal & Assistant Principal

The principal's role is a highly complex one. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

1. **Professional Practice** – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.

2. **Student Learning** – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state-, corporation-, or school-wide assessments. The A-F Accountability Model will be used for assistant principals.

District Level Administrators.

All assistant superintendents will be evaluated on two major components:

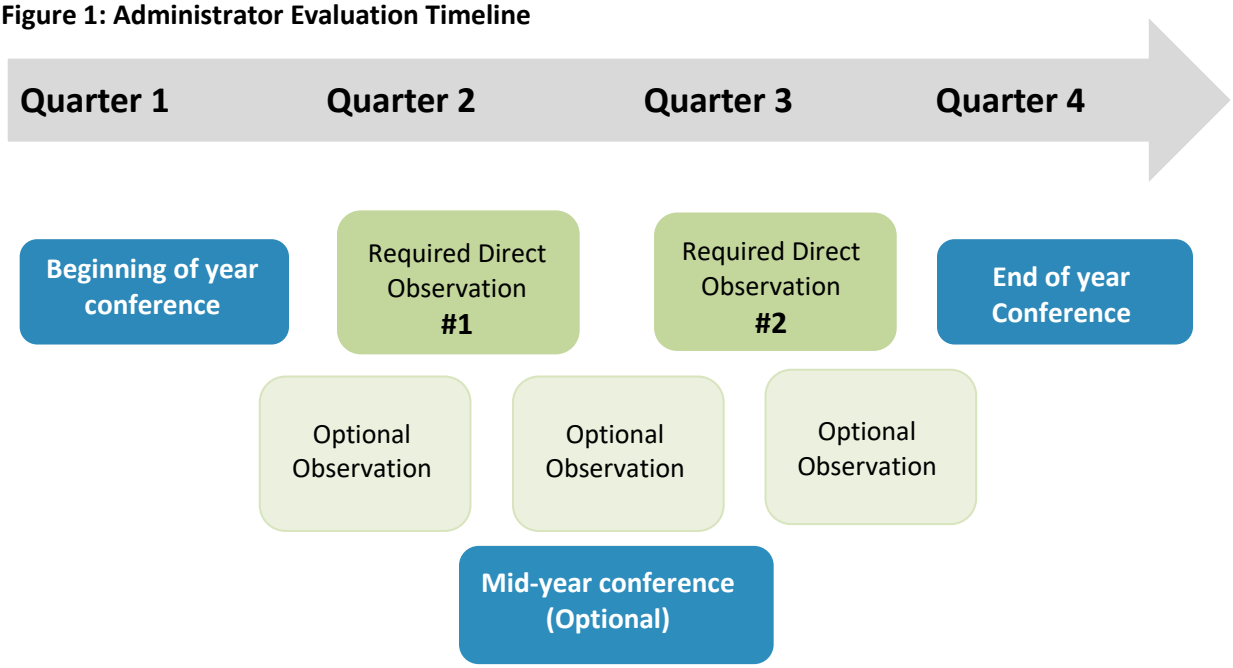
1. **Professional Practice –** Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Munster Assistant Superintendent Effectiveness Rubric. All district level administrators will be evaluated in the domains of Human Capital Manager, Leadership Action, Personal Behavior, and Building Relationships.

2. **Student Learning –** The District A-F Accountability Model with be used for all district level administrators,

Timeline for Evaluation Process

Evaluation is an annual process and tracks the arc of the school year, as shown in the figure below.

Figure 1: Administrator Evaluation Timeline



At the beginning of the year, the administrator and evaluator meet for a **beginning-of-year conference**. This is an opportunity to discuss the administrator's prior year performance, review the Administrative Student Learning Objectives or goals written by the administrator, and map out a plan for the year. Evaluators and administrators should leave the conference with clarity on:

- The Administrative SLOs or goals;
- The areas of practice that will be the focus for a administrator's work and an evaluator's support throughout the year; and
- A plan for regular observation and feedback (the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two **required direct observations** and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the administrator.

An optional element is a **mid-year conference** to be held in the middle of the year. This is an opportunity for the evaluator and administrator to meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing

observation notes and feedback to date, while the administrator can use it as an opportunity to share interim student learning data that demonstrate progress toward accomplishment of Administrative SLOs or goals.

In the spring, evaluators and administrators meet for an **end-of-year conference**. This is an opportunity to review the administrator's performance on all of the competencies of the Effectiveness Rubric and, if available, data supporting the accomplishment of Administrative SLOs or goals.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a **summative conference**. This is when the evaluator shares his/her **summative rating** of the administrator, reviewing the areas of strengths and development for the year.

Principals Component 1: Professional Practice

Indiana Principal Effectiveness Rubric: Background and Context

The Principal Effectiveness Rubric was developed for four key purposes:

1. **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.

2. **To provide clear expectations for principals:** The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.

3. **To help principals and their managers identify areas of growth and development:** The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.

4. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

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 *HPHP 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*

Effectiveness Rubrics: Overview

Principal Rubric

The principal rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

Figure 2: Principal Domains and Competencies

Domain 1: Teacher Effectiveness

1.1 Human Capital Manger
1.2 Instructional Leadership
1.3 Leading Indicators of Student Learning

Domain 2: Instructional Leadership

2.1 Personal Behavior
2.2 Building Relationships
2.3 Culture of Achievement

It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building 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 tool 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.

Assistant Principal Rubric

The assistant principal rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

Figure 3: Assistant Principal Domains and Competencies

Domain 1: Teacher Effectiveness

1.1 Teacher Effectiveness
1.2 Human Capital Management
1.3 Talent Review
1.4 Professional Development

Domain 2: Leadership Actions

2.1 Professional Leadership
2.2 School Leadership
2.3 Curriculum & Instructional Leadership
2.4 Student Culture, Management & Student Services

Assistant Superintendent Rubric

The assistant superintendent rubric is divided into four domains – (1) Human Capital Manager, (2) Leadership Actions (3) Personal Behavior, and (4) Building Relationships. Discrete competencies within each domain target specific areas upon which effective assistant superintendents must focus.

The Effectiveness Rubrics

In Appendix C of this handbook, you will find the Principal Effectiveness Rubric, the Assistant Principal Effectiveness Rubric, and the Assistant Superintendent Effectiveness Rubric. Supporting observation and conference documents and forms can be found in Appendix B.

Collecting Evidence on Practice

Administrators who supervise principals will serve as the formal evaluators for principals. Principals will serve as the formal evaluators for assistant principals, and the superintendent will serve as the formal evaluator of assistant superintendents. They will be responsible for approving the Administrative Student Learning Objectives set by principals or goals set by other administrators, conducting observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from the belief that these administrators – usually superintendents and assistant superintendents – need to focus their role (as many already do) on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

A Note about "Primary" and "Secondary" Evaluators: For those familiar with the use of "primary" and "secondary" evaluators in the RISE Teacher Evaluation System, there are some important differences to note in the RISE Principal Evaluation System. Principal supervisors, either superintendents or assistant superintendents, may ask other trained evaluators who have a record of effective school leadership to assist in the evaluation process by collecting *additional* evidence and providing feedback to principals. However, principal supervisors are responsible for collecting evidence themselves through the two required observations, and for reviewing all information collected throughout the year and determining a summative rating.

In order to accurately and comprehensively assess practice on the Effectiveness Rubric, evaluators should collect four types of evidence:

1. Direct observation – This involves observing the administrator undertaking a wide range of possible actions (e.g., leading professional development sessions, debriefing with a teacher about a classroom observation, leading a data team meeting or a meeting to discuss next steps to support a struggling student, visiting classrooms, meeting with students individually or addressing groups of students, meeting with parents, etc.).

2. Indirect observation – This involves observing systems that clearly result from the administrator's work but may operate without the administrator present (e.g., grade level or department planning meetings, peer coaching sessions, visiting classrooms, etc.).

3. Artifacts – This involves reviewing written records of an administrator's work (e.g., the school improvement plan, the master schedule, coaching records, teacher evaluation reports, etc.). Artifacts are often collected by the administrator him/herself as part of the evaluation process.

4. Data – This involves reviewing concrete results of an administrator's work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, and stakeholder survey results).

Supervisors must directly observe principals and other administrators at least two times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the administrator has established. After each required observation, the evaluator must, within five school days, provide written and oral feedback to the administrator on what was observed, and how evidence maps to the rubric.

Evaluators should treat these observation requirements as a bare minimum and strive to observe practice – directly and indirectly – significantly more. While the minimum requirement is two observations, more are encouraged. While other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and substantive feedback is a critical feature of a strong evaluation system. While this represents a significant shift from current practice for many superintendents and principals, it is a shift that will have powerful effects on the quality of leadership and, by extension, on the instruction that students receive.

Figure 4: Principal Observation Requirements

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Required	30 min.	2/yr	Optional	Yes	Within 5 days	Optional
Optional	Varies	3/yr (suggested)	No	Optional (encouraged)	Optional (encouraged)	No

It is essential that during observations the evaluator take evidence-based notes, writing specific instances of what the administrator and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

Figure 5: Evidence vs. Judgment

Evidence	Judgment
DIRECT OBSERVATION	
P: (During staff meeting): P discusses SLOs with teachers "… all teachers need to develop SLOs by themselves and keep them in their file till the end of the school year."	Principal doesn't promote collaboration and misunderstands the processes around SLOs.
INDIRECT OBSERVATION	
E: (At grade-level team meeting): T's have no written or stated objective for the meeting. T's express confusion about what they should be doing. T:"Let's discuss student behavior during recess"…	Principal has not effectively communicated expectations for how time is used in grade-level planning meetings

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the administrator with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides administrators a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the "Effective" column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

Collecting artifacts and reviewing data: Evaluators should collect enough evidence to help them make accurate professional judgments on the rubric, but should think carefully about the quality, alignment, and purpose of all evidence collected. Collecting large quantities of low-quality, poorly aligned evidence will only burden the administrator and the evaluator.

Written artifacts should serve two purposes. First they can supplement observation, providing more evidence that is relevant to an observation. For example, using the direct observation evidence described in Figure 6, artifacts for the first

example may include a schedule of RTI meetings or written documentation of the interventions and instructional strategies that were discussed. In the second example, the student performance data reviewed by the principal and teacher in addition to subsequent student performance data related to this concept would provide supporting evidence for the evaluator's rating of the principal for this indicator. As with direct and indirect observations, it is important to ensure that the artifacts and data that are collected align with the competencies and indicators against which the performance is being evaluated. The second purpose of artifacts is to provide evidence on sections of the rubric that might be more difficult to observe directly.

The same purposes apply to reviewing school data as evidence. For example, parent and teacher survey results often provide valuable evidence of a principal's practice across a range of competencies and sub-competencies in the rubric (some notable ones being 1.1.4: Leadership and Talent Development; 1.3.4: Instructional Time; 2.1.1: Professionalism; and 2.2.2: Communication).

Figure 6: Mapping Evidence to Indicators

Evidence	Indicator
E: Conduct RTI meetings weekly with grade level Ts and intervention teachers during their 45 minute planning time. P: "This is definitely multiple comprehension strategies; not that they wouldn't continue to practice all of those, but for the purpose of your targeted area it would simplify it to have a single focus. "	Orchestrating frequent and timely team collaboration for data analysis. (E – 2.3.3) Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (E – 2.3.3)
E: Principal meets with T to review student performance data from an assessment over content delivered during the Ps last classroom observation. P: "The data show that your Ss understand how to identify the main idea of a paragraph. What do the data show regarding your Ss abilities to determine the meanings of complex words using contextual cues? T: Only my top Ss understood that concept. P: What adjustments can you make when you teach this concept to help all your Ss understand? Do you include all Ss in your check for understanding before moving on in the lesson?"	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (E – 1.2.2) Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (E – 1.2.2)

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for purposes of feedback and ratings. On these fronts, here are some recommendations for evaluators:

- Consider establishing a regular (e.g., monthly) schedule for observation and feedback with administrators, while also leaving room for unannounced visits.
- Hold a mid-year conference to assess progress and review actions steps, providing administrators with an idea of where they stand and what they need to do to improve or accelerate progress.

- Maintain a file (ideally electronic) for each administrator and establish a process for others involved in an administrator's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening administrators and pulling them from critical leadership work.

Adjusting the Intensity of Evidence Collection

New principals and struggling administrators will benefit from early and frequent feedback on their performance. It is expected that evaluators will collect more evidence on the practice of novice and struggling principals than is required or is typical for more veteran and more effective administrators. Evaluators should adjust timing of observations and conferences to ensure all administrators receive the support they need.

Novice and struggling principals are encouraged to complete a professional development plan (see the form in Appendix B) with the support of their evaluator. The plan is a tool for principals to assess their own performance and set development goals. Principals utilizing a professional development plan work with their evaluators to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals are formally discussed during a mid-year conference, at which point the evaluator and administrator discuss the administrator's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Effectiveness Rubric. Although every administrator is encouraged to set goals around his/her performance, only administrators who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. When used as the remediation plan, the timeline for the plan can be no longer than 90 days, and the plans are required to use license renewal credits for professional development activities.

Effectiveness Rubric: Scoring

At the end of the year, evaluators must determine a final effectiveness rubric rating and discuss this rating with administrators during the end-of-year conference.

Assessing professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how principals and other administrators lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Effectiveness Rubrics provide a comprehensive framework for observing an administrator's practice that helps evaluators synthesize what they see in the school, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which an administrator's practice grew over the year, the administrator's response to feedback, how the administrator adapted his or her practice to the current situation, and the many other appropriate factors that cannot be directly accounted for in the Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Effectiveness Rubric and the specific context of an administrator.

The final administrator effectiveness rating will be calculated by the evaluator in a four step process:

1. Compile ratings and notes from multiple observations and other sources of evidence
2. Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)
3. Use each competency rating and professional judgment to establish final ratings for each domain.
4. Average the domain ratings into one final practice score

Each step is described in detail below using the Principal Effectiveness Rubric.

1 Compile ratings and notes from multiple observations and other sources of evidence

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. They will need to devote time to reviewing all of these materials.

2 Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)

3 **Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions**

It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)
Domain Ratings	3 (E)			2 (IN)		

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

At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.

(3 + 2) / 2 = 2.5

2.5 is the final rubric/professional practice score

This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	3. 51- 4
	Effective (E)	2.51 - 3.5
	Improvement Necessary (I)	1.76 - 2.5
	Ineffective (IN)	1 – 1.75

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including school wide measures of student learning. This calculation is described below on pages 20-22.

Assistant Principal and Assistant Superintendent Raw score is calculated with the same method using their specified domains.

Component 2: Student Learning

Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

Achievement is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

Growth is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning for purposes of evaluating administrators, we must use measurements that:

- Are **accurate** in assessing student learning and school impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms and to drive instructional decision-making by principals and other school leaders
- Are **fair** to administrators, given the school's grade span and subjects taught
- Are as **consistent** as possible across buildings
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

Based on these criteria, RISE includes two student learning categories in the evaluation of principals: (1) A-F Accountability Grade and (2) Administrative Student Learning Objectives. Each is described below.

A-F Accountability Grade

As building leaders, principals are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. Indeed, research consistently points to principals as second only to teachers among in-school influences on student achievement. In measuring student growth and achievement for principal evaluation, RISE fully aligns with the state's accountability system for schools. This has the very significant benefit of focusing principals' attention on the same student learning issues when considering school improvement as when considering their own evaluation. Specifically, principals will have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's A-F accountability model. The A-F accountability model is based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).The school A-F grades are calculated at the state-level and returned to the schools.

As shown in the table below, principals and assistant principals in schools earning an A will earn a 4 on this measure; principals and assistant principals in a B or C school will earn the grade points equivalent to the school's grade points calculated with the School Accountability Grade; and those who work in either a D or F school earn a 1 on this measure.

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

District Administrators will earn points based upon the School Corporation's letter grade. If the district earns an A, the district administrator will earn a 4 on this measure. If the district earns a B or C, the district administrator will earn the grade points equivalent to the district's grade points calculated with the School Accountability Grade; and if the district is rated as either a D or F, the administrator will earn a 1 on this measure.

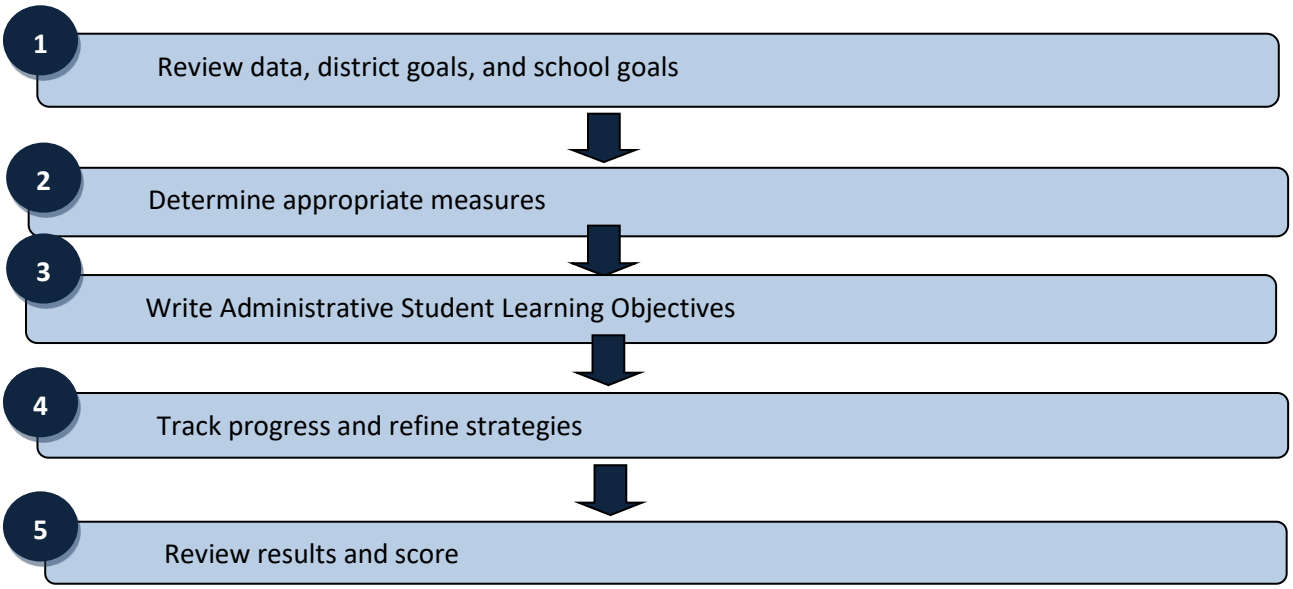
Administrative Student Learning Objectives (Principals Only)

A key role of school leaders is to distill student performance data into a small set of ambitious but attainable student learning goals for their schools. Effective leaders work with their corporations and leadership teams to set these goals and they develop a rigorous school-wide assessment system (including but not limited to state tests) to measure their progress toward these goals.

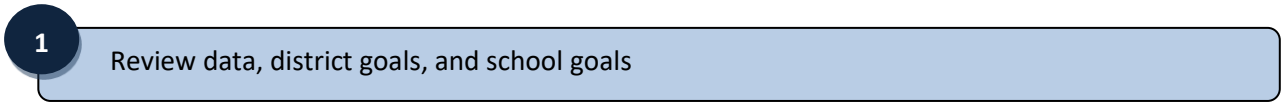
RISE asks principals to take this goal-setting process one step further and set Administrative Student Learning Objectives (SLOs) for themselves. Given a principal's role, these Administrative SLOs can be highly similar – even identical in some cases – to the goals set for the school. While the A-F Accountability Grade represents an index of performance across multiple areas, Administrative SLOs allow for principals to be assessed against their priority areas of growth in student learning.

In RISE, principals set **two** Administrative Student Learning Objectives at the beginning of the year and are measured by their progress against these objectives.

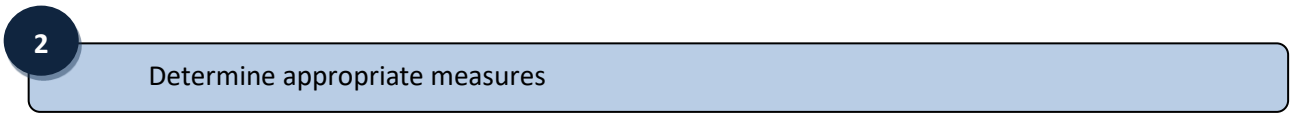
The process for setting Administrative Student Learning Objectives should follow five general steps:



Each of these steps is described below.



Once summative student achievement data are available for review, corporations should establish learning priorities for the next school year. It is then the principal's responsibility to review those priorities and their school-wide data (i.e., A-F grade, ISTEP/ECA data, subgroup performance, and other relevant data) and work with his/her school community to write a school improvement plan. The goals in the improvement plan should be a starting point for setting Administrative SLOs. Indeed, it is perfectly acceptable for a principal to use his/her school goals as the Administrative SLO's for evaluation purposes.



Some possible student learning data sources around which a principal may set goals include: LAS Links, IMAST, Acuity, mCLASS, ECAs, common local assessments in social studies or science, other non-state-mandated assessments (NWEA, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, and graduation rate. Principals and evaluators are strongly encouraged to carefully assess the rigor of available measures and to use measures well suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student assessment, since adding stakes to such assessments can work at cross purposes to their intended use.

Examples of data sources that are not considered as "student learning" measures include: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

3 Write Administrative Student Learning Objectives

An Administrative SLO is a long-term academic "SMART" goal that principals and evaluators set for groups of students. There is discretion in the content of the objective, so long as it meets these criteria:

- Must be measurable
- Must be collaboratively set by the principal and evaluator
- May be district or school based
- Must be based on student learning measures (student data)
- Can be growth/improvement or achievement
- May be based on the whole school population or subgroup populations

Using and extending the requirements above, principals should be able to answer these groups of questions affirmatively about each of their SLOs:

1. Is the SLO driving toward the same student learning outcomes that are spelled out in the school improvement plan? Do the school's baseline data suggest that the right groups of students are targeted for improvement or achievement?
2. Does the SLO name the specific assessment tool that will be used to measure student learning and is that assessment tool available to my school? Will I be able to track progress during the year?
3. Do I know what strategies will be implemented in order to get the kind of improvement or achievement that is articulated in the SLO, and, as a result, would I characterize the SLO as ambitious and attainable?

Example Administrative Student Learning Objectives

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.

High School examples:

- The graduation rate for the high school will increase 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.
- The number of 10th-12th grade students gaining college credit in dual credit courses will increase from 20 to 35 by the end of the school year.
- The number of career and technical students gaining career-ready certificates will increase from 15 to 30 by the end of the school year.

Non-examples

- The attendance rate at the high school will increase from 75% to 85%.
- The number of average weekly referrals to the office will drop from 36 to 20.

Once the principal writes his/her SLO's, the evaluator must review and approve them. In addition to asking the principal the same three groups of questions noted above, the evaluator should come to agreement with the principal about what it means to "meet," "not meet," and "exceed" the SLO. This is important for scoring.

Consider an example.

Administrative SLO	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.
Exceeds	**30 or more** English Learner students increase by the amount specified
Meets	**Between 20 and 29** English Learner students increase by the amount specified
Does not meet	**Fewer than 20** English Learner students increase by the amount specified

4 Track progress and refine strategies

It is the principal's responsibility to track the data relevant to his/her SLO's and refine his/her leadership strategies accordingly. At the same time, evaluators should take opportunities to review progress on the SLOs during post-observation conferences and/or optional mid-year conferences. Central to this is a regular review of interim and formative data, which should be a part of the ongoing dialogue between a principal and an evaluator.

5 Review results and score

As shown in the table below, principals who exceed both goals earn a 4 on this measure; principals who meet both goals earn a 3; principals who meet one goal but not the other receive a 2; and principals who meet neither goal earn a 1 on this measure.

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

Summative Evaluation Scoring

Review of Components

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

1. Professional Practice: Administrators receive a summary rating on their practice as judged against the Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.

2. Student Learning: Principals receive two student learning ratings

    a. One based on their A-F Accountability Grade, which will be determined at the state-level and returned to schools.
    b. One based on their Administrative Student Learning Objectives (SLOs), which will be scored at the local level by the evaluator.

    Assistant Principals and district administrators receive one rating based upon the A-F Accountability grade for the school or the school district.

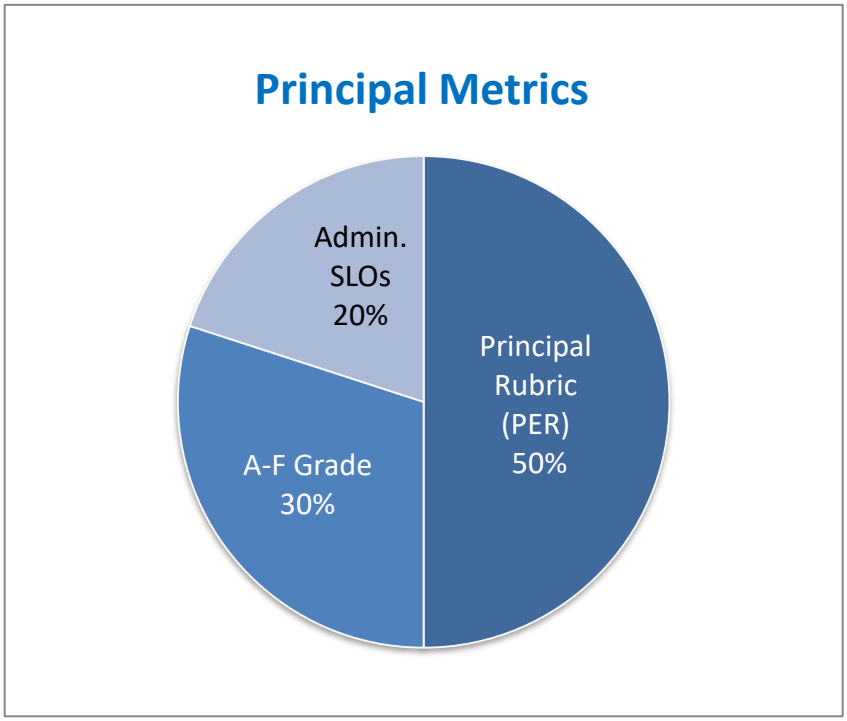
The table below shows the points associated with each performance level on each of these measures.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	3.5 - 4
	Effective (E)	2.5 - 3.49
	Improvement Necessary (I)	1.75 - 2.49
	Ineffective (IN)	1 – 1.74
A-F Grade	**Category**	**Points**
A	Highly Effective (HE)	4
B	Effective (E)	School Grade Points
C	Improvement Necessary (I)	School Grade Points
D or F	Ineffective (IN)	1
Administrative SLOs (Principal)	**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

Weighting of Measures

Principals

For principals, the Effectiveness Rubric domains are equally weighted to obtain a rubric score, a recognition that effective practice and strong student learning results are both essential features of successful leadership.



Within the student learning portion, the A-F Accountability Grade (30%) is weighted more heavily than the Administrator Student Learning Objective Portion, a recognition of a principal's central responsibility in driving higher levels of student achievement school-wide.

To arrive at at a comprehensive effectiveness rating, the individual scores on the Principal Effectiveness Rubric, A-F Accountability Grade, and Administrative Student Learning Objectives are multiplied by their respective weights and summed.

Other Administrators

As with principals the Effectiveness Rubric domains are equally weighted to obtain a rubric score. The Rubric Score is weighted as 75% of the final comprehensive effectiveness rating. The school or district A-F Grade will compose 25% of the final comprehensive effectiveness rating.

Below is an example of the weights applied for a principal who

- receives ratings of "Effective" on one domain of the rubric and "Improvement Necessary" on the other → Rubric rating = 2.5
- has a School Letter Grade of "B" with a grade point of 3.0 on the state accountability system → A-F rating = 3
- Meets one Administrative SLO but not the other → Administrative SLO rating = 2

Example Summative Scoring Chart

	Raw Score	x Weight	Score
Rubric Rating	**2.5**	0.50	**1.25**
A-F Accountability Grade (DOE)	**3**	0.30	**0.90**
Admin. SLO Rating	**2**	0.20	**0.40**
		Comprehensive Effectiveness Rating	**2.55**

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

The score of 2.55 (from the example above) maps to a summative rating of "Effective." Evaluators should meet with administrators in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when administrators return in the fall, depending on the availability of data for the individual.

Frequently Asked Questions

Who can evaluate principals? A principal must be evaluated by his/her supervisor, who is usually a superintendent or assistant superintendent. Serving in this role means conducting the minimum number of observations, holding at least the required conferences, approving the Administrative SLOs, and assigning a summative rating. It also means being responsible for the professional growth of principals. Indeed, a major shift with RISE is an expectation that all principal supervisors prioritize their role as developers of leadership talent, as many already do.

What about "secondary" evaluators and/or peer evaluators? A principal supervisor can enlist others in the collection of evidence and can offer judgments on that evidence. But, these additional individuals should not perform any of the required functions in place of the evaluator. Superintendents may also want to create opportunities for principals to support the growth and development of their peers through informal or structured observations. In order to maintain trust within the professional community, superintendents should set clear expectations about how information gathered in this way will be used as part of a principal's evaluation.

RISE specifies a minimum of two observations (this year) but encourages more. How much is enough? Around the country, districts that have adopted a strong ethic around instructional leadership make the observation of principal practice a regular and ongoing occurrence. Principal supervisors should aspire to be in each school they supervise on a monthly basis, and more frequently if case-loads permit.

If I am collecting evidence at the sub-competency level, how do I roll up all of my evidence and judgments into ratings at the competency level? There is no formula for arriving at competency ratings. Evaluators should use their professional judgment and should consider where the preponderance of evidence lies. It is also useful to consider whether there are sub-competencies that have been the focus of an administrator's practice; those may have particular weight in determining a competency rating.

Is an Administrative SLO the same as a Teacher SLO? They are similar in that both involve identifying relevant measures of student learning and setting targets for improvement or achievement based on available baseline data. However, there are important differences. While teachers are responsible for a subset of a school's students and often share responsibility with other teachers, principals are responsible for all students. In addition, while teacher SLO's are often particular to a teacher's subject matter, data relevant for principals are available across several subject areas. As a result, there is less complexity needed in the design of the process for writing Administrative SLOs than there is for teachers. For example, principals will not need to group students by levels of preparedness in order to write their Administrative SLOs.

Glossary of RISE Terms

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Administrative Student Learning Objective: A long-term academic goal, developed collaboratively between principals and evaluators, set to measure student growth and/or achievement.

Beginning-of-Year Conference: A conference in the fall during which a principal and evaluator discuss the principal's prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the "Summative Conference" as well.

Competency: There are six competencies, or skills of an effective principal, in the Indiana Principal Effectiveness Rubric. These competencies are split between the two domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Domain: There are two domains, or broad areas of focus, included in the Indiana Principal Effectiveness Rubric: Teacher Effectiveness and Leadership Actions. Under each domain, competencies describe the essential skills of effective leadership practice.

End-of-Year Conference: A conference in the spring during which the principal and evaluator discuss the principal's performance on the Principal Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

Evaluator: The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals' supervisors serve as evaluators.

Growth: Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

Indiana Principal Effectiveness Rubric: The Indiana Principal Effectiveness Rubric includes six competencies in two domains: Teacher Effectiveness and Leadership Actions.

Indiana Evaluation Cabinet: A group of school administrators and educators from across the state who helped inform the design the RISE model, including the Indiana Principal Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed for each performance area in each sub-competency in the Indiana Principal Effectiveness Rubric.

ISTEP+: A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

Mid-Year Conference: An optional, but strongly recommended, conference in the middle of the year in which the evaluator and principal meet to discuss performance thus far.

Observation: A visit to a school to observe principal practice. Evaluators must undertake at least 2 direct observations, of a minimum of 30 minutes each, in a given school year. Required observations can be announced or unannounced, and are

accompanied by mandatory post-conferences including written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.

Post-Conference: A mandatory conference that takes place after a required observation during which the evaluator provides rubric-aligned feedback to the principal.

Professional Development Goals: These goals, identified through self-assessment and review of prior evaluation data, are the focus of the principal's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Development Plan: The individualized plan for professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only principals in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: An evaluator's ability to look at evidence and make an informed decision on a principal's performance without a set calculation in place. Evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Principal Effectiveness Rubric and conferences during which evaluators and principals may review additional materials.

Student Learning: Student learning is the second major component of the summative evaluation score (the first is Professional Practice). Student learning is measured by a school's A-F Grade and accomplishment of Administrative Student Learning Objectives.

Sub-competency: There are 23 sub-competencies distributed across the six competencies in the RISE Principal Effectiveness Rubric. Each sub-competency is a discrete concept that is part of the overarching competency, but can be measured across the four levels of performance in the rubric.

Summative Conference: A conference where the evaluator and principal discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data is not available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a principal's Professional Practice rating and the measures of Student Learning. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this resource and the Principal Effectiveness Rubric (PER) exactly as written are considered to be using the *RISE Indiana Principal Evaluation System*. This RISE principal system should be considered separate from the *RISE Indiana Teacher Evaluation System.*

If a corporation chooses to make minor edits to the RISE principal system from the minimum requirements stated below, the system must then be titled "(Corporation name) RISE for Principals," and should be labeled as such on all materials. These minimum requirements for the RISE principal system are as follows:

Professional Practice Component

- Use of the Principal Effectiveness Rubric (PER) with all domains and competencies
- Scoring weights for both Professional Practice domains (50% each domain)

Measures of Student Learning

- Two measures of student learning as outlined in the RISE principal system (A-F Accountability and Administrative Student Learning Objectives)
- All minimum requirements around Administrative Student Learning Objectives, including:
    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 or achievement
    7. May be based on the whole school population or subgroup populations

Summative Scoring

- Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of the RISE principal evaluation system (found at www.riseindiana.org), the corporation may no longer use the name "RISE." Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE."

Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of principal practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

Optional Observation Mapping Form

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

SCHOOL: _____ OBSERVER:_____

PRINCIPAL: _____ OBSERVATION SETTING:_____

DATE OF OBSERVATION: _____ START TIME:_____ END TIME: _____

1.1 HUMAN CAPITAL MANAGER	
Evidence	**Indicator**
1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	**Indicator**
1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT	
Evidence	**Indicator**

2.1 PERSONAL BEHAVIOR	
Evidence	**Indicator**

2.2 BUILDING RELATIONSHIPS	
Evidence	**Indicator**

2.3. CULTURE OF ACHIEVEMENT	
Evidence	**Indicator**

OVERALL STRENGTHS:	OVERALL AREAS OF IMPROVEMENT:

Optional Post-Observation Form - Evaluators

Instructions: The primary post-observation document should simply be a copy of the observation notes taken during the observation. This form is designed to summarize and supplement the notes.

SCHOOL: _____ OBSERVER:_____

PRINCIPAL: _____ OBSERVATION SETTING:_____

DATE OF OBSERVATION: _____ START TIME:_____ END TIME: _____

Domain 1: Areas of Strength Observed (identify specific competencies):

Domain 1: Areas for Improvement Observed (identify specific competencies):

Domain 2: Areas of Strength Observed (identify specific competencies):

Domain 2: Areas for Improvement Observed (identify specific competencies):

Action Steps for Improvement:

This section should be written by the principal and evaluator during the post-conference.

Optional Mid-Year Conference Form

SCHOOL: _____ EVALUATOR: _____

PRINCIPAL: _____ DATE: _____

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

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

Domain 1: Teacher Effectiveness	**Mid-Year Assessment of Domain 1**
1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
Domain 2: Leadership Actions	**Mid-Year Assessment of Domain 2**
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

Optional Summative Rating Form

SCHOOL: _____ EVALUATOR: _____

PRINCIPAL: _____ DATE: _____

Principal Effectiveness Rubric Scoring

Domain 1: Teacher Effectiveness	**Competency Rating**	**Final Assessment of Domain 1 (Comments)**
1.1 Human Capital Manager 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	1.1: _____ 1.2: _____ 1.3: _____	
Final Domain Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**
Domain 2: Leadership Actions	**Competency Rating**	**Final Assessment of Domain 2 (Comments)**
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	2.1: _____ 2.2: _____ 2.3: _____	
Final Domain Rating (Circle One)		**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**

Domain 1 Rating	+	Domain 2 Rating	/2 =	Final Rating
	+		/2 =	

Student Learning Scoring

A-F Accountability Grade	
Grade (A, B, C, D, or F)	Points (A=4, B=3, C=2, D or F=1)
Administrative SLO	
SLO 1 Rating (Circle One)	Exceeded Met Did Not Meet
SLO 2 Rating (Circle One)	Exceeded Met Did Not Meet
Points	
Key for Points: Exceed both=4; Meets both=3; Meets only one=2; Meets neither=1	

Final Rating

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

Final Summative Evaluation Score: _____

Use the chart below and the Final Summative Evaluation Score to determine the principal's final rating.

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.

Final Summative Rating:

☐ **Ineffective** ☐ **Improvement Necessary**

☐ **Effective** ☐ **Highly Effective**

Principal Signature

I have met with my evaluator to discuss the information on this form and have received a copy.

Signature: _____ Date: _____

Evaluator Signature

I have met with this Principal to discuss the information on this form and provided a copy.

Signature: _____ Date: _____

Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there are not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

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

Name:			
School:			
Date Developed:		**Date Revised:**	
Evaluator Approval	*X*		

Professional Growth Goal #1						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #2						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Professional Growth Goal #3						
Overall Goal: *Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).*	Action Steps: *Include specific and measurable steps you will take to improve.*	Benchmarks and Data: *Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.*				Evidence of Achievement: *How do you know that your goal has been met?*
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	

Appendix C –Effectiveness Rubrics

On the following page, you will find the Indiana Principal Effectiveness Rubric Indiana Assistant Principal Rubric, and the Indiana Assistant Superintendent Rubric.

RISE
Evaluation and Development System

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Domain 1: Teacher Effectiveness

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school. –	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; – 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**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – 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.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of an assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – 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.	**Principal uses staff placement to support instruction by:** – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement.	**Principal uses staff placement to support instruction by:** – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	**Principal <u>does not</u> use staff placement to support instruction by:** – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – 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.	**Principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	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:** – 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:** – 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:** – 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:** – 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:** – 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:** – 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:** – 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:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal <u>does not</u> support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

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

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

2.1.4	**Initiative and persistence**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – 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.	**Principal displays initiative and persistence by:** – 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.	**Principal displays initiative and persistence by:** – 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.	**Principal <u>does not</u> display initiative and persistence by:** – 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**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal <u>does not</u> create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc.; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Principal <u>does not</u> skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal <u>does not</u> create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; – Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves; – Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

SCHOOL TOWN of MUNSTER

Indiana RISE Assistant Principal Effectiveness Rubric

Overview

What is the purpose of the Assistant Principal Effectiveness Rubric?

The Assistant 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 assistant principal effectiveness and ensure the equitable distribution of great leaders across the state.
>
> **To Provide Clear Expectations for Assistant principals:** The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.
>
> **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 Assistant Principal Effectiveness Rubric?

A representative group of 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 Assistant Principal Effectiveness Rubric?

While drafting the Assistant 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 *HPHP Readiness Model*
National Board's *Accomplished Principal Standards*
New Leaders *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 required domains for all assistant principals with three optional competencies that apply to assistant principals based on their particular role in the school:

Domain 1: Core Teacher Effectiveness (required domain)
Domain 2: Core Leadership Actions (required domain)
Optional Competencies

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

What about assistant principals who focus on particular areas (e.g. student discipline, curriculum and instruction)?

Assistant principals are required to wear many hats, depending on the school in which they work. Some assistant principals are curriculum leaders while others are disciplinarians or focus on athletics. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate assistant principals with special areas of responsibility takes on greater importance.

This rubric is structured so that all assistant principals across the state are evaluated on two "core" areas of responsibility in addition to any other area(s) that are specific to their role. For example, an assistant principal who serves as the curriculum leader would be evaluated on Domains 1, 2, and any sub-competencies that are applicable from the Curriculum and Instructional Leadership competency.

It is important to note that when it comes to selecting optional competencies, the school corporation may adopt the competencies in its entirety, or select only those most applicable to the unique role of the assistant principal they are evaluating.

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

The devil is in the details. Even the best assistant principal evaluation tool can be undermined by poor implementation. Successful implementation of the Assistant Principal Effectiveness Rubric will require a focus on four core principles[3]:

1. **Training and support:** Administrators responsible for the evaluation of assistant 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 assistant principal effectiveness must be a priority for principals and 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 assistant principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

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

Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant 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 Mission & Vision					
1.1.1	**Contributes to the achievement of the mission & vision**	**In addition to Level 3, the assistant principal:** – Catalyzes commitment to and vigorous pursuit of the school's vision & mission	**The assistant principal:** – Working through complex issues in ways that energize stakeholder commitment – Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives – Translates the vision and mission into daily school practices	**The assistant principal:** – Contributes individual capabilities to achieve essential objectives – Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent	**The assistant principal:** – Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision – Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	**Assists the principal in hiring, developing and retaining effective teachers**	**In addition to Level 3, the assistant principal:** – Provides the student management and/or instructional support necessary to develop and retain effective early career teachers	**The assistant principal:** – Bases hiring recommendations primarily on the teacher's level of effectiveness – Takes specific actions to facilitate the development and retention of effective staff members – Aligns personnel recommendations with the vision and mission of the school	**The assistant principal:** – Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations – Takes action steps that have a limited effective on the development and/or retention of effective teachers – Occasionally aligns the school's vision/mission to hiring recommendations	**The assistant principal:** – Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations – Fails to take consistent steps to facilitate the development and/or retention of effective teachers – Fails to align hiring recommendations to the mission and vision of the school

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Human Capital Management					
1.2.1	**Observes professional practice**	**In addition to Level 3, the assistant principal:** – Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented – Differentiates the number of observations based on observed levels of teacher effectiveness	**The assistant principal:** – Examines prior performance and student achievement data to inform observations and walkthroughs – Accurately categorizes observed instructional practice – Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal	**The assistant principal:** – Frequently categorizes instructional practice inaccurately – Conducts the minimum number of required observations, despite observed deficiencies in professional practice – Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal	**The assistant principal:** – Fails to conduct an adequate number of observations – Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	**Provides actionable feedback**	**In addition to Level 3, the assistant principal:** – Models desired actions or schedules opportunities for the teacher to learn from other teachers – Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.	**The assistant principal:** – Develops bite-sized action plans focused on the highest leverage teacher actions – Provides a clear directions for how to do the most important tasks well – Frequently ensures feedback is implemented with fidelity	**The assistant principal:** – Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions – Leaves implementation of feedback to chance by failing to consistently follow-up	**The assistant principal:** – Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether – Fails to develop action plans with teachers
1.2.3	**Monitors student performance**	**In addition to Level 3, the assistant principal:** – Develop teachers' collective ability to positively impact student learning – Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs	**The assistant principal:** – Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps – Collaboratively develops concrete action steps aligned with student and teacher needs – Frequently ensures action plans are implemented with fidelity	**The assistant principal:** – Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers – Allows teachers to establish action steps that lack clarity or alignment to performance data – Fails to frequently follow up to ensure proper implementation	**The assistant principal:** – Primarily analyzes data only after statewide achievement tests are complete – Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	**Demonstrates commitment to improve teacher performance**	**In addition to Level 3, the assistant principal** – Identifies and facilitates opportunities for teachers to share best practices – Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement	**The assistant principal:** – Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies	**The assistant principal:** – Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Provides individual assistant/coaching that is infrequent	**The assistant principal:** – Disregards the need for individualized assistance/coaching – Provides limited opportunities for teachers to engage in professional learning

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Talent Review					
1.3.1	**Assists the principal with the evaluation of teachers**	**In addition to Level 3, the assistant principal:** – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning	**The assistant principal:** – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers	**The assistant principal:** – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness	**The assistant principal:** – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

Highly Effective assistant principals hold a variety of important roles in the school to effect positive gains in student achievement. To do this, assistant principals (1) oversee professional development to improve teacher practice, (2) ensure the implementation of aligned curriculum, instruction and assessments, and (3) ensures all staff and students are held to a high level of behavioral and academic expectations

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 Professional Development					
1.4.3	**Addresses teachers rated ineffective or improvement necessary**	**In addition to Level 3, the assistant principal** – Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan	**The assistant principal:** – Assists the principal with the development of a remediation plan for teachers that o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance – Provides tools and the assistance/coaching necessary to improve performance – Where appropriate, recommends termination of underperforming teachers using performance-based evidence	**The assistant principal:** – Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance – Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions	**The assistant principal:** – Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
1.4.4	**Assists the principal with talent & leadership development**	**In addition to Level 3, the assistant principal:** – Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance	**The assistant principal:** – Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers – Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles – Provides meaningful support to emerging leaders in new teacher leadership roles	**The assistant principal:** – Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success	**The assistant principal:** – Bases talent management decisions on personal preference rather than available data or demonstrated ability – Fails to provide meaningful support to emerging leaders

Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Professional Leadership					
2.1.1	**Effectively communicates**	**In addition to Level 3, the assistant principal** – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication	**The assistant principal:** – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff	**The assistant principal:** — Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness — Responds in an inconsistent manner to resolve expressed concerns	**The assistant principal:** – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	**Reflects on practice and continually learns**	**In addition to Level 3, the assistant principal** – Promotes a culture of self-reflection and continuous improvement – Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement	**The assistant principal:** – Expresses willingness to learn and openly acknowledges areas for growth – Learns from personal experiences and the actions/insights of others – Establishes priorities and achieves action plans focused on high-leverage leadership competencies	**The assistant principal:** – Expresses willingness to learn from others, but is reluctant to admit own short-comings – Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.	**The assistant principal:** – Resists changes to personal or leadership behaviors – Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	**Demonstrates resiliency and persistence**	**In addition to Level 3, the assistant principal** – Engages staff and self in a continuous pursuit of professional growth and school improvement – Anticipates problems and Confronts and solves problems that had yet to be successfully addressed	**The assistant principal:** – Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals – Identifies action steps and leverages available resources to confront difficult problems	**The assistant principal:** – Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals	**The assistant principal:** – Reacts with visible frustration to challenging problems or setbacks – Easily loses focus on improving student achievement
2.1.4	**Monitors time and task management**	**In addition to Level 3, the assistant principal:** – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities	**The assistant principal:** – Consistently allocates the time and resources necessary to achieve ambitious goals – Spends time on high leverage activities – Delegates applicable responsibilities to other staff and helps them achieve success in these activities	**The assistant principal:** – Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions – Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.	**The assistant principal:** – Rarely protects time for instructional leadership priorities – Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 School Leadership					
2.2.1	**Maintains a culture of excellence**	**In addition to Level 3, the assistant principal:** – Instills the daily habits necessary to create a culture of excellence – Is unwavering in maintaining high expectations for everyone	**The assistant principal:** – Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning – Provides students and staff the support, time, and structures necessary to be successful – Celebrates the accomplishments of others and proactively resolves performance issues	**The assistant principal:** – Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture – Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected	**The assistant principal:** – Fails to take the initiative to identify and recognize the accomplishments of others – Consistently ignores staff or student performance issues
2.2.2	**Enhances teacher collaboration**	**In addition to Level 3, the assistant principal:** – Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement	**The assistant principal:** – Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school – Holds collaborating teams accountable for achieving desired results	**The assistant principal:** – Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards	**The assistant principal:** – Fails to provide teacher teams the support and/or resources necessary for to achieve desired results – Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3	**Supports a universal code of conduct**	**In addition to Level 3, the assistant principal:** – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors	**The assistant principal:** – Coaches a culture of excellence through repeated practice and modeling of desired behaviors – Consistently and fairly applies positive and negative consequences for behavior – Promotes a predictable, safe learning environment through consistency of actions	**The assistant principal:** – Supports the maintenance of routines, procedures, and policies; but is primarily reactive – Fails to consistently apply either positive and/or negative consequences for behavior	**The assistant principal:** – Sends inconsistent messages about school policy – Tolerates discipline violations and allows positive student and staff behavior to go unrecognized
2.2.4	**Engage families and the community in student learning**	**In addition to Level 3, the assistant principal:** – Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education	**The assistant principal:** – Fosters partnerships with families, community agencies and/or the corporate sector – Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs – Assists the principal in securing cooperation from family and community members to support school improvement initiatives	**The assistant principal:** – Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning – Inconsistently engages established parents	**The assistant principal:** – Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Curriculum and Instructional Leadership					
2.3.1	**Oversees aligned curricula, instruction and assessments**	**In addition to Level 3, the assistant principal:** – Uses common interim assessments to define the rigor of the academic program – Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning	**The assistant principal:** – Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas – Facilitates inter grade level meetings to ensure vertical articulation of the curriculum – Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions	**The assistant principal:** – Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects – Utilizes some available interim assessments, but fails to implement interim assessments in all courses – Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process	**The assistant principal:** – Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments – Resists revisions to the curriculum even when supported by student learning outcomes
2.3.2	**Uses data to drive instruction**	**In addition to Level 3, the assistant principal:** – Develops teacher leaders' capacity to drive data-driven instruction and decision-making – Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement	**The assistant principal:** – Ensures the availability of clear and intuitive data reports for teacher analysis – Orchestrates frequent and timely teacher team collaboration for data analysis – Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements	**The assistant principal:** – Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process –	**The assistant principal:** – Limits analysis of data to year-end autopsies – Inadequately supports staff's use of data to guide instruction
2.3.3	**Implements appropriate academic interventions**	**In addition to Level 3, the assistant principal:** – Implements interventions that have a proven ability to increase student performance – Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance	**The assistant principal:** – Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals – Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress – Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals	**The assistant principal:** – Ensures school-level and classroom-level programs are in place to help most students meet their academic goals – Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress – Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress	**The assistant principal:** – Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress – Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Curriculum and Instructional Leadership					
2.3.4	**Implements and monitors instructional technology**	**In addition to Level 3, the assistant principal:** – Successfully promotes the use of instructional technology that drives greater levels of student achievement	**The assistant principal:** – Identifies and implements the most effective instructional technology – Develops teachers' ability to utilize instructional technologies to support student learning – Regularly monitors and reports the impact of instructional technology on student learning	**The assistant principal:** – Develops most, but not all, teachers' abilities to implement available instructional technology – Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning	**The assistant principal:** – Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4 Student Culture, Management, and Support Services					
2.4.1	**Implements effective school policies**	**In addition to Level 3, the assistant principal:** – Institutes operational procedures designed and managed to maximize opportunities for successful student learning	**The assistant principal:** – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders' understanding of school policies and their consequences	**The assistant principal:** – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences	**The assistant principal:** – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
2.4.2	**Monitors school culture**	**In addition to Level 3, the assistant principal:** – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices	**The assistant principal:** – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement	**The assistant principal:** – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement	**The assistant principal:** – Rarely uses data to evaluate effectiveness of interventions
2.4.3	**Enhances a positive school culture**	**In addition to Level 3, the assistant principal:** – Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy – Demonstrates the ability to positively impact student achievement and culture	**The assistant principal:** – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds all persons accountable for observing agreed upon procedures – Assists teachers with the implementation of effective classroom management plans	**The assistant principal:** – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior	**The assistant principal:** – Inconsistently implements the student code of conduct – Allows irresponsible student behavior

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4 Student Culture, Management, and Support Services					
2.4.4	**Provides effective supervision**	**In addition to Level 3, the assistant principal:** – Volunteers to assist at school events and or functions to which he/she is not directly assigned	**The assistant principal:** – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents	**The assistant principal:** – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents	**The assistant principal:** – Rarely engages with students, parents, and or community members – Fails to maintain high visibility at supervisory functions
2.4.5	**Supports student services**	**In addition to Level 3, the assistant principal:** – Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services	**The assistant principal:** – Ensures all students have access to educational opportunities/services that meet their learning needs – Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met – Collaborates with service agencies in the community to support student needs that require interventions or additional supports	**The assistant principal:** – Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner – Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met – Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports	**The assistant principal:** – Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc.) – Fails to ensure the social, emotional, academic, and behavioral needs of each student are met – Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

SCHOOL TOWN of MUNSTER

Assistant Superintendent Effectiveness Rubric

Domain 1: Human Capital Manager

Highly Effective	Effective	Needs Improvement	Ineffective
1.1 Hiring and retention			
The assistant superintendent consistently considers the staff's effectiveness when hiring, assigning and retaining the individual and monitors the effectiveness of the personnel process utilized throughout the school corporation.	The assistant superintendent consistently considers the staff's effectiveness when hiring, assigning and retaining the individual.	The assistant superintendent occasionally considers the staff's effectiveness when hiring, assigning and retaining the individual.	The assistant superintendent rarely considers the staff's effectiveness when hiring, assigning and retaining the individual.
1.2 Professional Development			
The assistant superintendent has developed a system of professional development that differentiates training and implementation based on individual needs.	Some effort has been made to differentiate professional development to meet individual needs.	The assistant superintendent is aware of the differentiated needs of staff, but professional development is only embedded in meetings.	Professional development is typically "one size fits all" and has little or no evidence of recognition of individual needs.
1.3 Evaluation of Staff			
The assistant superintendent uses a variety of creative ways to provide positive and corrective feedback to the directors. The entire corporation reflects the assistant superintendent's focus on accurate, timely and specific recognition.	The assistant superintendent provides formal feedback to the directors 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 team.	The assistant superintendent adheres to the corporation's personnel policies in providing positive feedback to the director team, although the feedback is just beginning to provide details that improve corporation performance.	Formal feedback to the director team in nonspecific. The informal feedback is rare, nonspecific, and not constructive
1.4 Delegation and trust in subordinate leaders			
Employees throughout the corporation are empowered in formal and informal ways 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	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation 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	The assistant superintendent sometimes delegates, but also maintains decision- making authority that could be delegated to others	The assistant superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment

Domain 2: Leadership Action

Highly Effective	Effective	Needs Improvement	Ineffective
2.1 Professionalism			
At Level 4, the assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent:
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community Is an exemplary role model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community	Models professional, ethical, and respectful behavior at all times Expects students and colleagues to display professional, ethical, and respectful behavior at all times On a regular basis displays appropriate and professional responses to members of the school community	Fails to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations Occasionally holds students and colleagues to professional, ethical, and respectful behavior expectations Occasionally does not respond to the school community members with acceptable levels or professionalism	Fails to model professionalism at all times, and occasionally models behaviors counter to professional expectations Rarely or never holds students and colleagues to professional, ethical, and respectful behavior expectations Does not display and use common courtesy regularly and respectful professional responses when dealing with the members of the school community
2.2 Using Feedback to Improve Student Performance			
The assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent:
Develops and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance Identifies the most efficient means through which feedback can be generated Establishes ‘feedback loops’ in which those who provide feedback are kept informed of actions taken based on that feedback.	Actively solicits feedback and help from all key stakeholders Acts upon feedback to shape strategic priorities to be aligned to student achievement	Accepts feedback from any stakeholder when it is offered but does not actively seek out such input Occasionally acts upon feedback to shape strategic priorities aligned to student achievement	Regularly avoids or devalues feedback

Highly Effective	Effective	Needs Improvement	Ineffective
2.3 Culture of Urgency			
The assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent:
Ensures the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement	Aligns the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations Leads a relentless pursuit of these expectations	Aligns major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders Occasionally leads a pursuit of these expectations	Fails to align efforts of students and teachers to a shared understanding of academic and behavior expectations Fails to identify the efforts of students and teachers, thus unable to align these efforts
2.4 Communication			
At Level 4, the assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent:
To the extent possible, messages key concepts in real time	Messages key concepts, such as the department's goals, needs, plans, success, and failures	Messages most, but not all, key concepts	Rarely or never messages key concepts
Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate	Interacts with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc.	Interacts with a variety of stakeholders but not yet reaching all invested groups and organizations	Interacts with a limited number of stakeholders and fails to reach several key groups and organizations
Monitors the success of different approaches to communicating by identify the most appropriate channel of communicating in specific situations	Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Utilizes a limited number of means and approaches to communication	Does not utilize a variety of means or approaches to communication or ineffectively utilizes several means of communication

Highly Effective	Effective	Needs Improvement	Ineffective
2.5 Forging Consensus for Change and Improvement			
At Level 4, the assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent
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	Uses effective strategies to work toward a consensus for change and improvement Systematically manages and monitoring change processes Secures cooperation from key stakeholders in planning and implementing change and driving improvement	Identifies areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement Manages change and improvement processes without building systems and allies necessary to support the process Asks for feedback but not yet successful in securing cooperation in delivering input from all stakeholders	Fails to identify areas in which agreement and/or consensus is necessary Rarely or never manages or develops a process for change and/or improvement Rarely or never seeks out feedback or secures cooperation – making unilateral, arbitrary decisions
2.6 High Expectations			
At Level 4, the assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent:
Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations Benchmarks expectations to the performance of the state's highest performing departments Creates systems and approaches to monitor the level of academic and behavior expectations Encourages a culture in which students are able to clearly articulate their diverse personal academic goals	Empowers teachers and staff to set high and demanding academic and behavior expectations for every student Empowers students to set high and demanding expectations for themselves Ensures that students are consistently learning, respectful, and on task Sets clear expectations for student academics and behavior and establishes consistent practices across classrooms Ensures the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs	Sets expectations but fails to empower students and/or teachers to set high expectations for student academic and behavior Sets clear expectations for student academics and behavior but occasionally fails to hold students to these expectations	Fails to set high expectations or sets unrealistic or unattainable goals Accepts poor academic performance and/or student behavior

2.7 Data Usage in Teams

Highly Effective	Effective	Needs Improvement	Ineffective
At Level 4, the assistant superintendent fulfills the criteria for Level 3 and:	The assistant superintendent:	The assistant superintendent:	The assistant superintendent
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	Orchestrates frequent and timely team collaboration for data analysis; Develops and supports others in formulating action plans for immediate implementation that are based on data analysis.	Occasionally supports and/or orchestrates team collaboration for data analysis; Occasionally develops and supports others in formulating action plans for implementation that are based on data analysis.	Rarely or never organizes efforts to analyze data; Rarely or never applies data analysis to develop action plans.

Domain 3: Personal Behavior

Highly Effective	Effective	Needs Improvement	Ineffective
3.1 Time Management			
Personal organization allows the assistant superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels	The use of organizational development tools is evident by supporting documentation provided by the assistant superintendent	Projects are managed using lists of milestones and deadlines, but are infrequently updated	Project management is haphazard or absent and there is little or no evidence of lists of milestones and deadlines
3.2 Initiative and Persistence			
The assistant superintendent fulfills the criteria for Level 3 and additionally exceeds typical expectations to accomplish ambitious goals by regularly identifying, communicating, and addressing the school's most significant obstacles to school success.	The assistant superintendent displays initiative and persistence by consistently achieving expected goals and taking on voluntary responsibilities that contribute to school success	The assistant superintendent displays initiative and persistence by occasionally achieving expected goals and occasionally taking on additional, voluntary responsibilities that contribute to school success	The assistant superintendent does not display initiative and persistence by rarely or never achieving expected goals or rarely or never taking on additional, voluntary responsibilities that contribute to school success
3.3 Legal Requirement			
The assistant superintendent demonstrates an understanding of the legal standards and board policy requirements of the school corporation and consistently adheres to those standards and requirements	The assistant superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements	The assistant superintendent is not respectful of legal standards and/or board policy requirements	The assistant superintendent is unaware of the legal standards and board policy requirements

Domain 4: Building Relationships

Highly Effective	Effective	Needs Improvement	Ineffective
4.1 Communication with Staff			
The assistant superintendent fulfills the criteria for Level 3 and additionally monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations	The assistant superintendent skillfully and clearly communicates by messaging key concepts, such as the school's goals, needs, plans, success, and failures and interacting with a variety of stakeholders, including students, families, community groups, central office, staff associations, etc.	The assistant superintendent communicates by messaging most, but not all, key concepts and interacting with a variety of stakeholders but not yet reaching all invested groups and organizations	The assistant superintendent does not skillfully and clearly communicate by failing to interact with a limited number of stakeholders and failing to reach several key groups and organizations
4.2 Communication with School Board			
The assistant superintendent fulfills the criteria for Level 3 and additionally creates an environment where input and feedback from all board members are both sought and encouraged.	The assistant superintendent communicates and seeks input from all board members on a frequent basis.	The assistant superintendent communicates and seeks input from a few board members when needed.	The assistant superintendent rarely communicates and seeks input with the school board and tends to make unilateral decisions.
4.3 Role of the Assistant Superintendent Regarding Controversial Issues			
The assistant superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus in the school community in a constructive and respectful manner.	The assistant superintendent employs a non- confrontational approach to resolve conflicts and forges consensus in a constructive and respectful manner.	The assistant superintendent employs a limited number of strategies to resolve conflicts and forge consensus in the school community with limited success.	The assistant superintendent does not respond to conflict in a solution-based and/or respectful manner and attempts at consensus building are unsuccessful

Superintendent Evaluation Plan
ISBA/IAPSS Rubric

Performance Level Ratings

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

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

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

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

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

Components

The superintendent's role is a highly complex one. The ISBA/IAPSS evaluation plan relies on multiple sources of information to determine a fair, accurate, and comprehensive picture of a superintendent's performance. The superintendent will be evaluated on three components.

1. **Leadership Outcomes**– – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the IASB/IAPSS Indianan Superintendent Evaluation Rubric.

2. **Student Learning** – 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.

3. **Superintendent Goals –** The superintendent creates goals based upon corporation needs

Timeline for Evaluation Process

Evaluation is an annual process and tracks the arc of the school year. At the beginning of the year (July or August), the School Board meets with the superintendent to discuss the previous year's performance, review the superintendent's goals and plan the evaluation process for the year. The School Board and the superintendent should leave the meeting with clarity of the goals and the ISBA/IAPSS effectiveness rubric being used.

Throughout the school year, the School Board collects evidence through direct and indirect observations.

An optional element is a mid-year conference to be held in the middle of the school year. This is an opportunity for the School Board and the superintendent to meet to discuss performance thus far. The School Board can prepare for this conference by reviewing evidence and feedback provided to the superintendent, while the superintendent can use it as an opportunity to share interim student learning data that demonstrate progress toward accomplishment of goals.

In the spring/summer, the School Board and the superintendent meet for an **end-of-year conference**. This is an opportunity to review the superintendent's performance on all of the competencies of the Effectiveness Rubric and, if available, data supporting the accomplishment of goals.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a **summative conference**. This is when the School Board shares the **summative rating** of the superintendent, reviewing the areas of strengths and development for the year.

Component 1: Professional Practice

Superintendent Effectiveness Rubric: Overview

The rubric is divided into six domains – (1) Human Capital Manager, (2) Instructional Leadership, (3) Personal Behavior, (4) Building Relationships, (5) Culture of Achievement, and (6) Organizational, Operational, and Resource Management. Discrete competencies within each domain target specific areas upon which effective superintendents must focus.

Figure 1: Domains and Competencies

Domain 1: Human Capital Manager

1.1 Recruiting, hiring and retaining leaders
1.2 Professional development system
1.3 Mentoring emerging leaders
1.4 Delegation
1.5 Providing Feedback

Domain 2: Instructional Leadership

2.1 Use of student data
2.2 Evidence of student improvement
2.3 Using feedback from all stakeholders

Domain 3: Personal Behavior

3.1 Professional, ethical and respectful behavior
3.2 Organization of time and projects

Figure 1 (continued): Domains and Competencies

Domain 4: Building Relationships

4.1 Communication with parents & community
4.2 Forging consensus for change
4.3 Engaging the public in controversial issues
4.4 Informing the School Board
4.5 Open communication with Board members
4.6 Board Meeting Agenda and Background

Domain 5: Culture of Achievement

5.1 Empower leaders to set high expectations
5.2 Rigorous academic goals
5.3 Full and equitable access to programs
5.4 Guides leaders in respectful relationships

Domain 6: Organizational, Operational and Resource

6.1 Factual based decision making
6.2 Personal proficiency in technology implementation
6.3 Mentoring emerging leaders
6.4 Delegation
6.5 Board Meeting Agenda and Background

Collecting Evidence on Practice

In order to accurately and comprehensively assess practice on the Effectiveness Rubric, School Board members should collect four types of evidence:

1. Direct observation – This involves observing the superintendent undertaking a wide range of possible actions (e.g., leading professional development sessions, leading a strategic planning meeting, School Board meetings, meeting with students individually or addressing groups of students, meeting with parents, etc.).

2. Indirect observation – This involves observing systems that clearly result from the superintendent's work but may operate without the superintendent present.

3. Artifacts – This involves reviewing written records of an administrator's work (e.g., the school improvement plan, the master schedules, transportation schedules, teacher evaluation reports, etc.). Artifacts are often collected by the administrator him/herself as part of the evaluation process.

4. Data – This involves reviewing concrete results of a superintendent's work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, and stakeholder survey results).

Effectiveness Rubric: Scoring

At the end of the year, the School Board must determine a final effectiveness rubric rating and discuss this rating with the superintendent during the end-of-year conference.

Assessing professional practice requires the School Board to use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how superintendents lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Effectiveness Rubrics provide a comprehensive framework for observing a superintendent's practice that helps the School Board synthesize what they see, while simultaneously encouraging the School Board to consider all information collected holistically.

The final superintendent rubric rating will be calculated by the School Board in a four step process:

1. Compile ratings and notes from multiple sources of evidence
2. Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)
3. Use each competency rating and professional judgment to establish final ratings for each domain.
4. Average the six domain ratings into one final rubric score

Each step is described in detail below using the Superintendent Effectiveness Rubric.

1 Compile ratings and notes from multiple sources of evidence

At the end of the school year, the School Board should have collected a body of evidence representing professional practice from throughout the year. School Board members will need to devote time to reviewing all of these materials.

2 Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

After collecting adequate evidence at the sub-competency level, the School Board must assess where the Superintendent falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 25 competencies.

3 **Use each competency rating and professional judgment to establish final ratings for each of the six domains.**

It is not recommended that the School Board average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for the superintendent in different contexts and how the superintendent has evolved over the course of the year.

4 **Average the six domain ratings into one final practice score.**

At this point, six final domain ratings are summed and divided by six (since they are of equal weight) to form one score.

This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	3. 51- 4
	Effective (E)	2.51 - 3.5
	Improvement Necessary (I)	1.76 - 2.5
	Ineffective (IN)	1 – 1.75

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including district wide measures of student learning and goals. This calculation is described below on pages 8 - 9.

Component 2: Student Learning

A-F Accountability Grade

As leaders, superintendents are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. In measuring student growth and achievement for the superintendent's evaluation, the plan fully aligns with the state's accountability system for schools. This has the very significant benefit of focusing the superintendent's attention on the same student learning issues when considering school improvement as when considering his or her own evaluation. Specifically, the superintendent will have a component of the evaluation score tied to corporation-wide student learning by aligning with Indiana's A-F accountability model. The A-F accountability model is based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).The school A-F grades are calculated at the state-level and returned to the schools.

As shown in the table below, if the corporation earns an A, the superintendent will earn a 4 on this measure. If the corporation earns a B or C grade, the superintendent will earn the grade points equivalent to the corporation's grade points calculated with the Corporation Accountability Grade. A corporation grade of D or F will earn the superintendent a score of 1 on this measure.

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

Component 3: Superintendent Goals

The Superintendent will establish annual goals that are approved by the School Board. A goal is a long-term "SMART" goal that the superintendent and the School Board determine together. There is discretion in the content of a goal, so long as it meets these criteria:

- Must be measurable
- Must be collaboratively set by the superintendent and the School Board
- May be district or school based

The Superintendent will track the progress and refine specific strategies. At the end of the evaluation cycle, results will be assigned scores based upon the chart below.

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed some	Effective (E)	3
Meets half of the goal	Improvement Necessary (I)	2
Meets less than half of the goals	Ineffective (IN)	1

Summative Evaluation Scoring

Review of Components

The superintendent's summative evaluation score will be based on the following components and measures:

1. Professional Practice: Superintendent receives a summary rating on his/her practice as judged against the Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.

2. Student Learning: Based upon the corporation A-F Accountability Grade determined at the state-level.

3. Superintendent Goals: Scored at the local level by the School Board

The table below shows the points associated with each performance level on each of these measures.

Effectiveness Rubric	Category	Points
	Highly Effective (HE)	3.5 - 4
	Effective (E)	2.5 - 3.49
	Improvement Necessary (I)	1.75 - 2.49
	Ineffective (IN)	1 – 1.74
A-F Grade	**Category**	**Points**
A	Highly Effective (HE)	4
B	Effective (E)	Corporation Grade Points
C	Improvement Necessary (I)	Corporation Grade Points
D or F	Ineffective (IN)	1
Administrative SLOs (Principal)	**Category**	**Points**
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed some	Effective (E)	3
Meets half of goals	Improvement Necessary (I)	2
Meets less than half of the goals	Ineffective (IN)	1

Weighting of Measures

The Effectiveness Rubric is weighted at 50% of the final rating. The Corporation A-F letter grade is weighted at 25% of the final rating, and the superintendent goals are weighted at 25% of the final rating.

Below is an example of the weights applied for a superintendent who

- receives a final effectiveness rubric score of 2.5 (Calculated by averaging the scores from the six domains) → Rubric rating = 2.5
- has a corporation Letter Grade of "B" with a grade point of 3.0 on the state accountability system → A-F rating = 3
- Meets half of the superintendent goals → Sueprintendent Goal rating = 2

Example Summative Scoring Chart

	Raw Score	x	Weight	Score
Rubric Rating	**2.5**		0.50	**1.25**
A-F Accountability Grade (DOE)	**3**		0.30	**0.90**
Goal Rating	**2**		0.20	**0.40**
			Comprehensive Effectiveness Rating	**2.55**

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

The score of 2.55 (from the example above) maps to a summative rating of "Effective." The School Board should meet with the superintendent in a summative conference to discuss all the information collected in addition to the final rating.

On the following pages, you will find the ISBA/IAPSS Indiana Superintendent Rubric.

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

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	**The superintendent effectively recruits, hires, assigns, and retains school leaders.**	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. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	**The superintendent creates a professional development system for school leaders based on proficiencies and needs.**	The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.	Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.	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.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.
1.3	**The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.**	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	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.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**The superintendent provides evidence of delegation and trust in subordinate leaders.**	Employees throughout the corporation are empowered in formal and informal ways. 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. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation. 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.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.
1.5	**The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.**	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. 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.	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.	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.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

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	**The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.**	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. The superintendent has coached school administrators to improve their data analysis skills.	The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	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.	The superintendent is unaware of or indifferent to the data.
2.2	**The superintendent demonstrates evidence of student improvement through student achievement results.**	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. 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. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	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.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

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.**	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. The superintendent regularly surveys staff and other school community groups in this area regarding their views.	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	**The superintendent demonstrates effective communication with parents and community.**	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation. The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.	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). 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. The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the superintendent.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
4.2	**The superintendent forges consensus for change and improvement throughout the school corporation.**	The superintendent uses effective strategies to achieve a consensus for change and improvement. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	The superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful in securing cooperation.	The superintendent fails to forge consensus for change. Fails to identify areas in which agreement and/or consensus is necessary. Rarely or never directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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	**The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.**	The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance. 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. 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.	The superintendent guides the administrative team in an annual analysis of school and corporation performance. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals. 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.	The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. 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.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. 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.
5.2	**The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.**	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. The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	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.	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.

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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	**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.**	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	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.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the superintendent or based on what is popular.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The superintendent utilizes technology within his/her daily responsibilities.	The superintendent has mastered some, but not all, software required for proficient performance. The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The superintendent has limited literacy with technology. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.

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).**	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. 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. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. 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.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4	**The superintendent provides responsible fiscal stewardship.**	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
6.5	**The superintendent demonstrates compliance with legal requirements.**	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

SCHOOL BOARD POLICY 3220.01
TEACHER APPRECIATION GRANTS

Definitions:

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

The term "license" refers to a document issued by the IDOE that grants permission to serve as a particular kind of teacher. The term includes any certificate or permit issued by the IDOE.

Distribution of Annual Teacher Appreciation Grants:

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

A. employed in the classroom (including providing instruction in a virtual classroom setting);
B. rated as Effective or Highly Effective on their most recent performance evaluation; and
C. employed by the Corporation as of December 1st of the year in which the teacher appreciation grant funds are received by the Corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
B. A cash stipend in an amount that is twenty-five percent (25%) more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20-37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5.

The Corporation shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

LEGAL REFERENCE: I.C. 20-43-10-3.5