



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:	Spencer-Owen Community Schools
School Corporation Number:	6195

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	88, 103, 115, 122, 137, 153, 166, 183
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> • 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 	24, 19-22, 41-49, 59-67
<input checked="" type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	<ul style="list-style-type: none"> • 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. 	14, 16, 19, 22, 24
<input checked="" type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<p>Examples include:</p> <ul style="list-style-type: none"> ○ 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 (<i>e.g.</i>, A-F accountability grade) 	19-22, 24, 28- 30, 59-67
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> • Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (<i>e.g.</i>, surveys) 	88, 103, 115, 122, 137, 153, 166, 183

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)	<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	23-30
☒ 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)	<ul style="list-style-type: none"> • Definition of negative impact on student growth for grades and subjects measured <u>and</u> 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. 	22
☒ 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)	<ul style="list-style-type: none"> • 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 	7, 23-34, 151-152, 164-165, 181-182, 192
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	<ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development 	11-12, 39-40, 68-72
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)	<ul style="list-style-type: none"> • 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 	3-5

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> • Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators 	3-4, 7, 39-40
<input checked="" type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) 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	<ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators 	7
<input checked="" type="checkbox"/> 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	3-5, 7
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	7, 39-40
<input checked="" type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	39-40, 68-72
<input checked="" type="checkbox"/> 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	68
<input checked="" type="checkbox"/> 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	35, 68
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input checked="" type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	35
<input checked="" type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	35

***Spencer-Owen Community Schools
Certified Employee Evaluation System***

revised 2017/18

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SOCS Certified Staff Evaluation Tool Discussion, Development, and Training

Date	Topic	Participants
Sept. 13, 2012 9:30 at Central	Meeting #1-Principal Evaluation Tool Discussion -Review Timeline -Review Indiana Code -Overview of Principal RISE: Rubric, Metrics, Summative Scoring -Allowable Modifications	SOCS Administrators
Sept. 18, 2012 9:30 at Central	Meeting #2-Principal Evaluation Tool Discussion -Discuss possible changes to Domain #1 (1.1 Human Capital Manager)	SOCS Administrators
Sept. 18, 2012 3:45 at Central	<u>Meeting #1-Teacher Evaluation Tool Discussion</u> -Review Timeline -Review Indiana Code 20-28-11.5-8 -Overview of RISE 2.0 Rubric, compensations, SLO	SOEA Teacher Representatives and SOCS Administrators
Sept. 25, 2012 1:30 at Central	Meeting #3-Principal Evaluation Tool Discussion -Discuss possible changes to 1.2.1 thru 2.1.4	SOCS Administrators
Sept. 25, 2012 3:45 at Central	Meeting #2-Teacher Evaluation Tool Discussion -Discuss possible changes to Domain #1	SOEA Teacher Representatives and SOCS Administrators
Oct. 2, 2012 9:30 at Central	Meeting #4-Principal Evaluation Tool Discussion -Discuss possible changes to 2.2.1 thru 2.3.3 -Metrics and Summative Scoring	SOCS Administrators
Oct. 2, 2012 3:45 at Central	Meeting #3-Teacher Evaluation Tool Discussion -Finalize discussion concerning Domain #1 -Discuss possible changes to Domain #2	SOEA Teacher Representatives and SOCS Administrators
Oct. 4, 2012 9:30 at Central	Meeting #5-Principal Evaluation Tool Discussion	SOCS Administrators
Oct. 4, 2012 3:45 at Central	Meeting #4-Teacher Evaluation Tool Discussion -Continue discussion concerning Domain #2	SOEA Teacher Representatives and SOCS Administrators
Oct. 9, 2012 9:30 at Central	Meeting #6-Principal Evaluation Tool Discussion	SOCS Administrators
Oct. 11, 2012 9:30 at Central	Meeting #7-Principal Evaluation Tool Discussion	SOCS Administrators
Oct. 11, 2012 3:45 at Central	<u>Meeting #5-Teacher Evaluation Tool Discussion</u> -Finalize discussion concerning Domain #2 -Discuss possible changes to Domain #3	SOEA Teacher Representatives and SOCS Administrators
Oct. 16, 2012 3:45 at Central	<u>Meeting #6-Teacher Evaluation Tool Discussion</u> -Finalize discussion concerning Domain #3 -Begin discussion concerning Core Professionalism Rubric	SOEA Teacher Representatives and SOCS Administrators
Oct. 18, 2012 3:45 at Central	<u>Meeting #7-Teacher Evaluation Tool Discussion</u> -Continued discussions concerning Core Professionalism Rubric	SOEA Teacher Representatives and SOCS Administrators
Oct. 25, 2012 3:45 at Central	<u>Meeting #8-Teacher Evaluation Tool Discussion</u> -Review Domain 3 -Core Professional Rubric -Legislative Update	SOEA Teacher Representatives and SOCS Administrators

SOCS Certified Staff Evaluation Tool Discussion, Development, and Training (cont.)

Date	Topic	Participants
Oct. 30, 2012 3:45 at Central	<u>Meeting #9-Teacher Evaluation Tool Discussion</u> -Finalize Core Professionalism Rubric Discussion -Summative Rating -Student Learning Objectives	SOEA Teacher Representatives and SOCS Administrators
Nov. 1, 2012 3:45 at Central	<u>Meeting #10-Teacher Evaluation Tool Discussion</u>	SOEA Teacher Representatives and SOCS Administrators
March, 2013	Presentation of Certified Staff Evaluation to public during SOCS School Board Work Session	SOCS School Board, SOCS Administrators, Audience
2/23/12	Day 1 RISE Evaluator Training-West Central Edu. Service Center	SOCS Administrators
3/7/12	Day 2 RISE Evaluator Training-West Central Edu. Service Center	SOCS Administrators
5/1/12	Day 3 RISE Evaluator Training-West Central Edu. Service Center	SOCS Administrators
9/2/12	Day 4 RISE Evaluator Training-West Central Edu. Service Center	SOCS Administrators
9/2012	Day 1 RISE Principal Evaluation Training-Conducting Administrator Evaluations	SOCS Superintendent, SOCS Curric. Director
11/2012	Day 2 RISE Principal Evaluation Training-Conducting Administrator Evaluations	SOCS Superintendent, SOCS Curric. Director
2/8/2013	Training on use of Standard For Success Software Evaluation Tool	SOCS Administrators
January through May ,2013	Principals conducted a series of several training sessions for their teachers (including 13 informational videos and a reference binder) on new evaluation process	SOCS Administrators & Teachers
5/11/15 May, 2015	SOCS RISE Discussion Committee Reviewed/Revised Eval. Model Presentation of Revisions to Certified Staff Evaluation Model to public during SOCS School Board Meeting	SOCS Administrators & Teachers SOCS School Board, Admin. & Audience
8/16/17 8/14/18	SOCS RISE Discussion Committee Reviewed Evaluation Model Discussion with SOCS Teacher's Association about Evaluation Model	SOCS Administrators and Teachers

SOCS Teacher Evaluation Model Building Level Training Series

- [Video: Basic Requirements of the Teacher Evaluation Law](#)
- [Video: RISE Professional Practice](#)
- [Video: RISE Student Learning](#)
- [Video: RISE Summative Scoring](#)
- [Video: RISE Classroom Observations](#)
- [Video: RISE Observations: Evidence, Judgment and Feedback](#)
- [Video: RISE Student Learning Objectives](#)
- [Tutorial - Step One of Writing a Student Learning Objective](#)
- [Video: Tutorial - Step Two of Writing a Student Learning Objective](#)
- [Video: Tutorial - Step Three of Writing a Student Learning Objective](#)
- [Video: Tutorial - Steps Four and Five of Writing a Student Learning Objective](#)
- [Video: Locating State Data for Determining Students' Starting Points: Elementary/Middle School](#)
- [Video: Locating State Data for Determining Students' Starting Points: High School](#)

Introduction

Main Requirements of the Teacher Evaluation Law

1. **Annual:** All certified staff members must be evaluated annually by a trained evaluator.
2. **Objective Data:** Objective measures of student achievement and growth should significantly inform evaluation.
 - a. Student performance results from statewide assessments are included in evaluations of employees whose primary responsibility is teaching tested subjects.
 - b. State assessments, locally developed assessments, and other test measures are included in evaluations.
3. **Multiple Measures:** Evaluation plans must include multiple rigorous measures of effectiveness, including observations and other performance indicators.
4. **Four Categories:** An annual designation of each certificated employee must fall in one of the following rating categories:
 - a. Highly Effective
 - b. Effective
 - c. Improvement Necessary
 - d. Ineffective
5. **Feedback and PD:** Based on the annual observations and results of the evaluation, certificated staff should receive recommendations for improvement which includes the time in which improvement is expected. This feedback should include job-embedded, targeted professional development.

Spencer-Owen Community Schools Teacher Evaluation Model - Modifications to RISE

The Spencer-Owen Community Schools Teacher Evaluation Model is a modified version of the RISE Teacher Evaluation Model. Modifications have been made to the following areas based on input from discussion with teachers and administrators throughout the 2012-13 school year. This model with the following modifications meets the requirements of Indiana Code and the Indiana Administrative Code.

Professional Practice

- Some language within the competency indicators of the RISE Teacher Effectiveness Rubric has been adapted to clarify meaning. The language of the 19 main competency headings remains the same.
- The minimum number of short observations was reduced from 3 to 1. The 2 long observations remain.

Measures of Student Learning

- The following requirements within Student Learning Objectives have been reduced to allow emphasis on the remaining requirements.
 - Group 1 Teachers: The Class and Targeted Learning Objectives requirements were both eliminated. The Individual Growth Model & School-Wide Learning requirements remain.
 - Group 2 Teachers: The Targeted Learning Objective requirement was eliminated. The Class Learning Objective, Individual Growth Model & School-Wide Learning requirements remain.
 - Group 3 Teachers: The Targeted Learning Objective requirement was eliminated. The Class Learning Objective & School-Wide Learning requirements remain.

Summative Scoring

- The weights assigned to the following components of the summative rating have been modified:
 - *Teacher Effectiveness Rubric*-Group 1 & 2 teachers increased.
 - *Individual Growth Model*-Group 1 & 2 teachers decreased.
 - *Student Learning Objectives*-Group 1 teachers eliminated, Group 2 & 3 teachers decreased.
 - *School-Wide Learning Measure*-Group 1, 2 & 3 teachers were decreased.

SOCS Teacher Evaluation Model Overview

Every teacher is unique, and the classroom is a complex place. The SOCS Teacher Evaluation Model relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance.

SOCS has contracted with Standard for Success to provide a technology platform to track observations, document evidence, provide feedback, document professional development and remediation, and document the Summative Evaluation.

Evaluation Model Components:

All teachers will be evaluated on two major components:

- **Component 1-Professional Practice (Teacher Effectiveness Rubric)**
- **Component 2-Student Learning**

Key Terms:

Primary Evaluator is responsible for tracking evaluation results, assists in setting goals, and performs as least one short and one extended observation during the year. At the end of the year this person collects all data from all evaluators, determines the summative rating, and conducts the end-of-year conference with the teacher. All SOCS evaluators have received certification through the IDOE RISE training process.

Secondary Evaluator may perform extended or short observations. This person's data is turned over to the Primary Evaluator for use in the summative rating. All SOCS evaluators have received certification through the IDOE RISE training process.

Extended Observation is at least 40 minutes in length. It may be announced or unannounced. It can take place over the span of two consecutive class periods. A minimum of 1 each semester must be conducted by either the Primary or Secondary Evaluator.

Short Observation is at least 10 minutes in length and is not an announced observation. All teachers must have at least 1 short observation per year.

Performance Level Ratings:

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

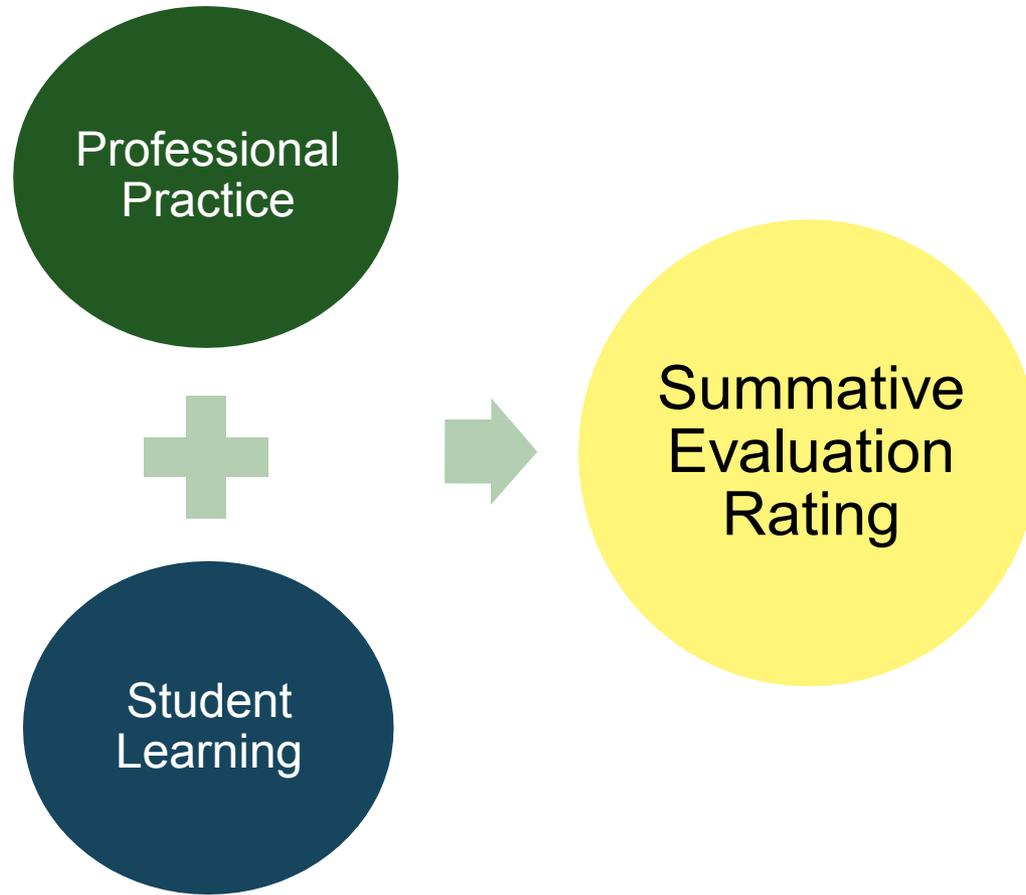
Highly Effective (4): A *highly effective* employee consistently exceeds expectations. They have demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. Their students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Effective (3): An *effective* employee consistently meets expectations. They have consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. Their 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 (2): An employee who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is an employee who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, their students have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Ineffective (1): An *ineffective* employee consistently fails to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. Their students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

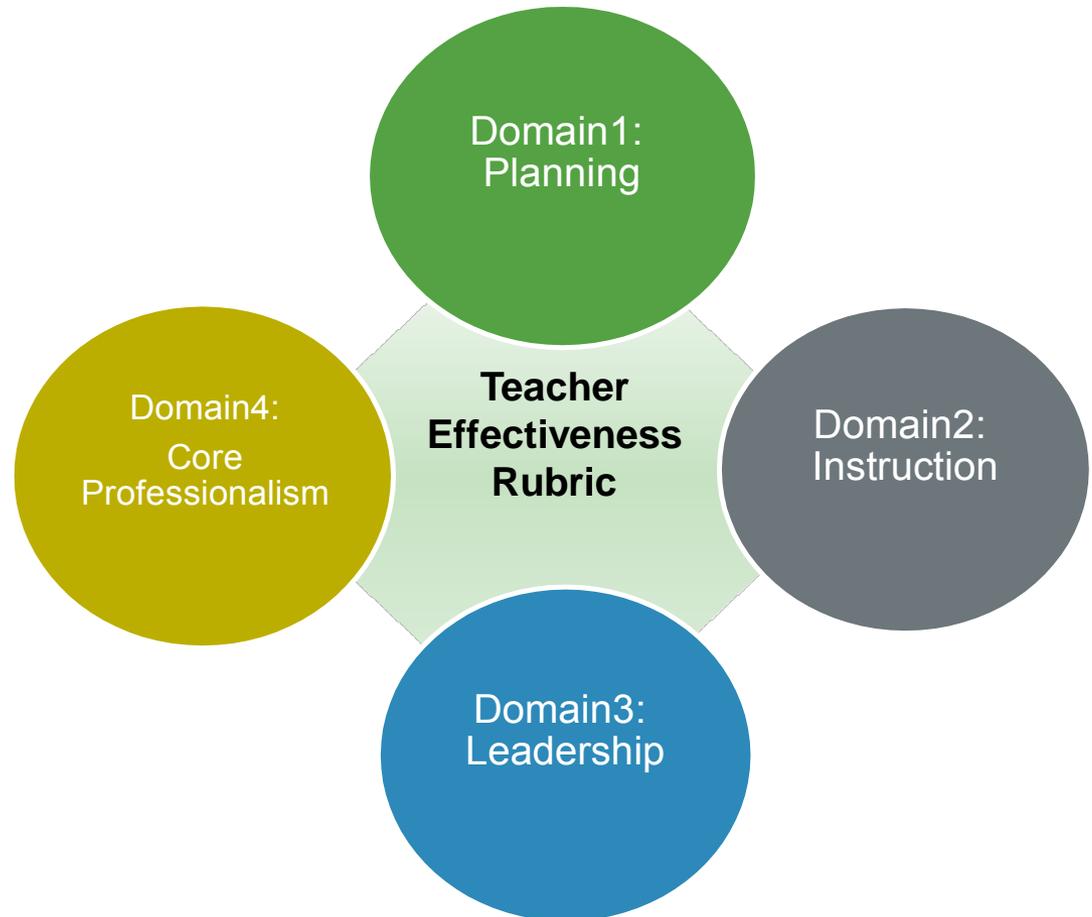
Two Major Components of the SOCS Teacher Evaluation System



Professional Practice is measured using the *Teacher Effectiveness Rubric*

In Appendix F of this guidebook, you will find the Teacher Effectiveness Rubric.

Professional
Practice



Teacher Evaluation Rubric

3 Primary Domains with 19 Competencies Plus Core Professionalism Domain

Domain 1: Planning

10%

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 3: Leadership

15%

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

Domain 2: Instruction

75%

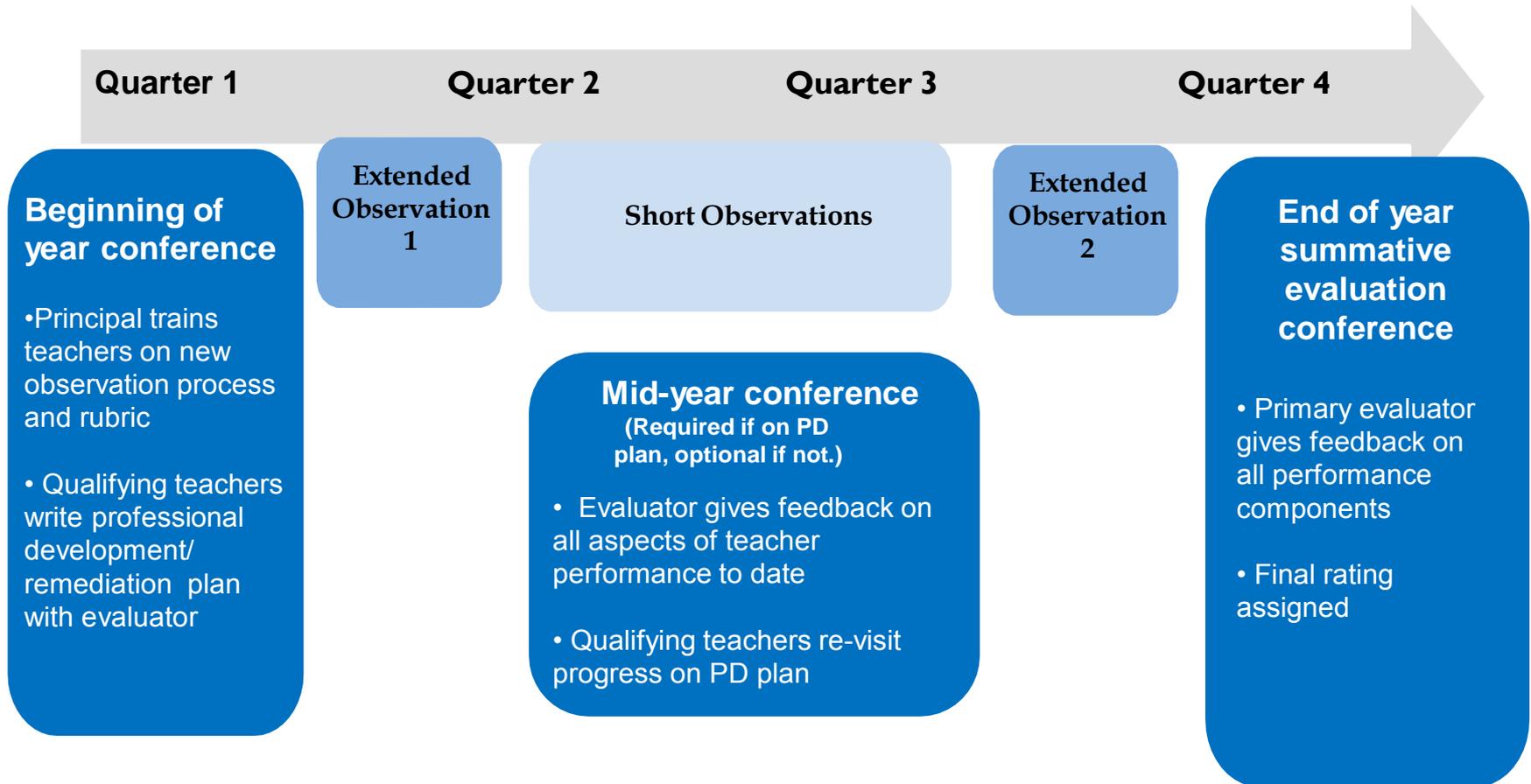
- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 4: Core Professionalism Attendance, On-Time Arrival, Policies & Procedures, Respect

- If the teacher meets all Core Professionalism standards, the final Teacher Effectiveness Rubric Score is not changed.
- If the teacher does NOT meet all Core Professionalism standards, the final Teacher Effectiveness Rubric Score is reduced by 1 point.

Observations & Conferences Occur Throughout Year.

All supporting observation and conference documents and forms can be found in Appendix A.





Professional Development to Support Student Success

Groups who may need extra support	Methods of support
New teachers, especially those in their first year Teachers who were rated “Improvement Necessary” or “Ineffective” on the previous year’s summative evaluation Teachers in danger of receiving “Improvement Necessary” or “Ineffective” ratings in the current year.	<ul style="list-style-type: none"> • Professional Development Plans • More frequent extended or short observations • Regular pre and post conferencing with observations • Mid-year conference to check-in on overall progress

Professional Development and Remediation Plans (see Appendix D)

What is a professional development/remediation plan?

- The professional development plan is a tool for teachers to assess their performance and set development goals. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. If necessary, the professional development plan may also serve as the remediation plan specified under I.C. 20-28-11.5.
- Professional development/remediation plans may also be initiated immediately upon discovery of any performance that substantially warrants remediation; i.e. the absence of lesson planning, inappropriate actions, lack of classroom discipline, or after an observation that demonstrates performances that are ineffective or needs improvement.

If I have a professional development plan, what is the process for setting goals and assessing my progress?

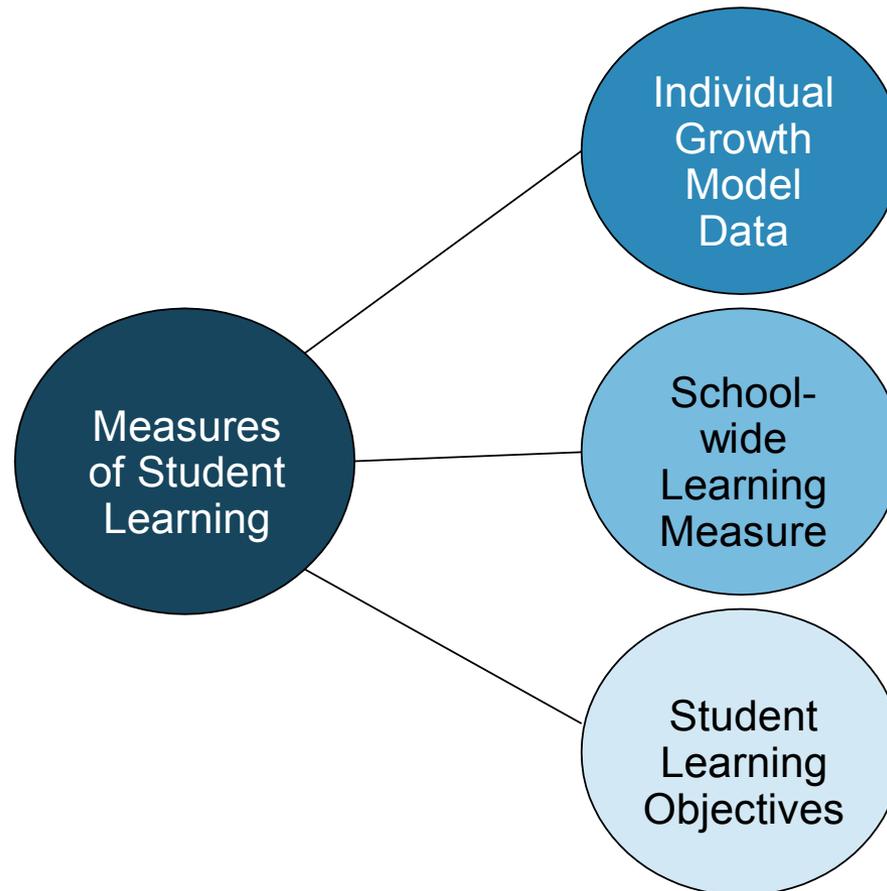
Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss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

Is there extra support in this system for new teachers?

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

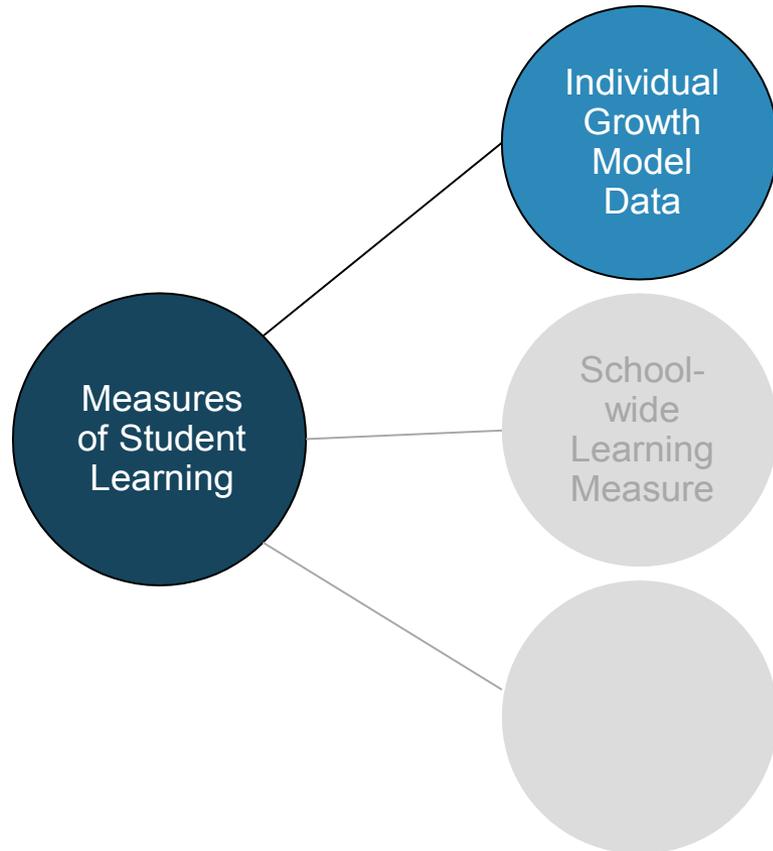
Three Possible Measures of *Student Learning*

The Student Learning component is a measure of the teacher's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.



Individual Growth Model

Group 1 & 2 Teachers – 4th-8th Grade Math/ELA

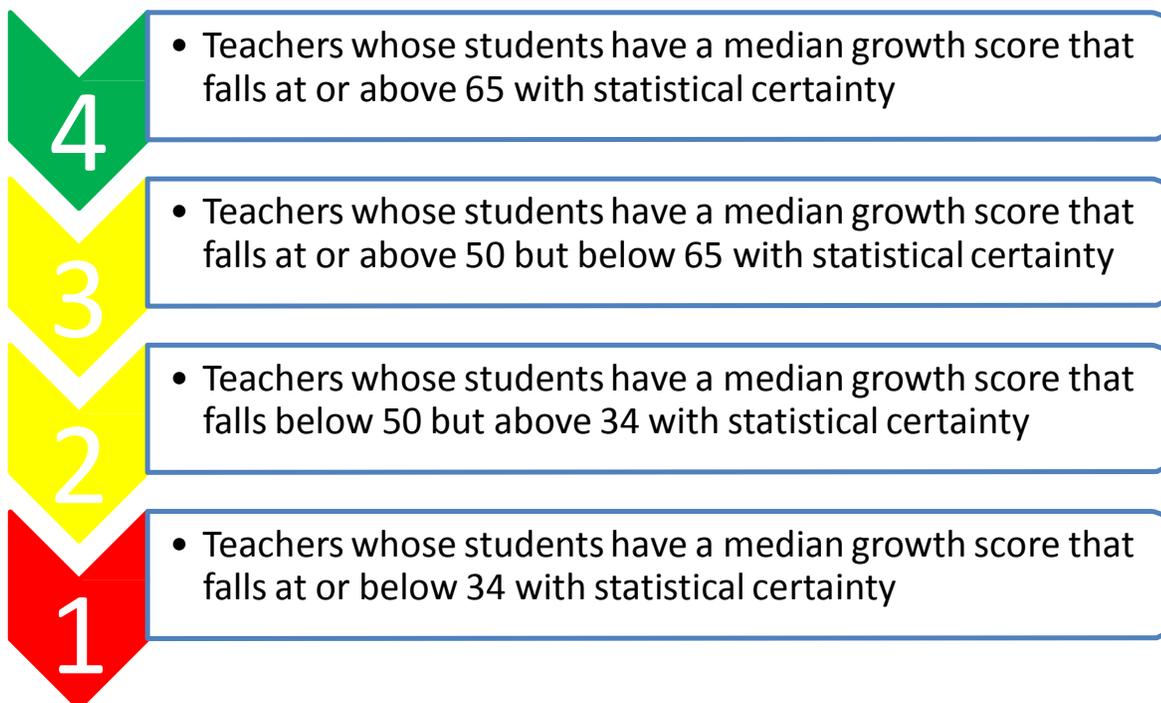


- Based on student growth on ISTEP from previous year to current year.
- Growth Model Data reported by the IDOE at the student level, class level, and across class levels.
- IDOE generates one Growth Model Data score (1-4), for each 4th-8th grade ELA/Math teacher.

Component 2: Student Learning

Individual Growth Measure (IGM): Group 1 & 2 Teachers

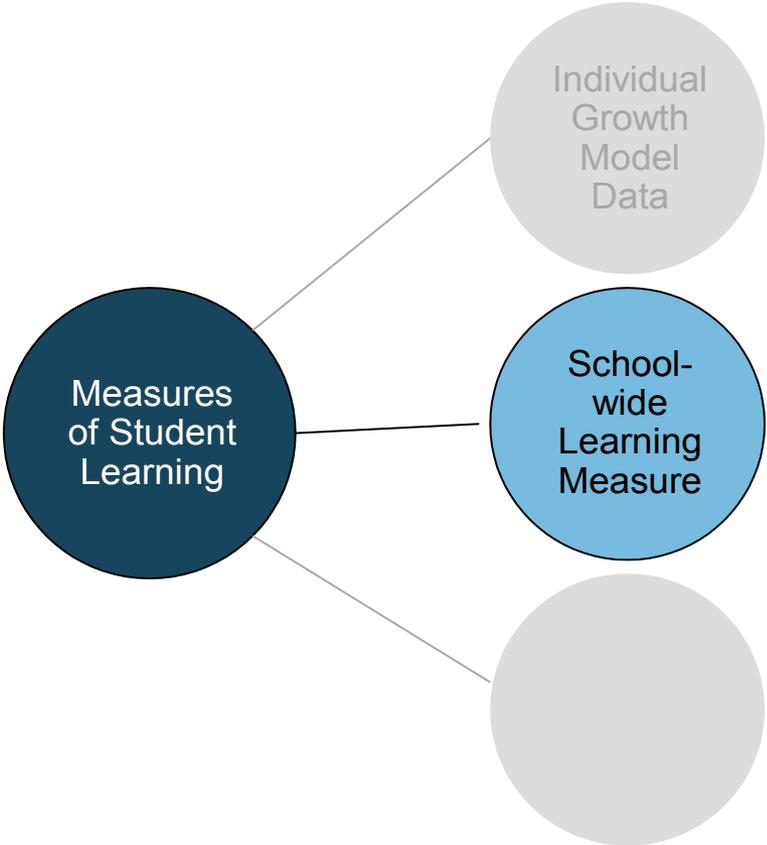
- The individual growth measure (IGM), is the primary measure of student learning for teachers with growth model data. Any teacher that provides instruction in math or ELA in grades 4-8 will fall into this category.
- The calculation of the IGM will be based on the student growth percentile of the students linked to each teacher.
 - Using the Indiana Growth model, each student score is converted into a student growth percentile.
 - The growth percentile is based on the individual student performance as compared to the performance of their academic peers.
 - The student growth percentile will be represented by a number of 1 through 99.
 - A teacher's individual growth measure score will then be determined by using the median student growth percentile of all students linked to a teacher.
- The IDOE reports the IGM to school corporations as a value of 1, 2, 3, or 4.





School-Wide Learning Measure

All Teachers



- Based on P.L.221 School Accountability Ratings reported by IDOE
- This measure is designed to be something that everyone can contribute to, regardless of grade level or subject matter.
- All individuals receive same score based on A-F School Accountability Rating.

School Grade	Rating Points
A	4
B	3
C	2
D or F	1

School-Wide Learning Measure (SWL): All Teachers **The IDOE determines the A-F School Accountability Rating**

Public Law 221 (P.L.221)

Public Law 221 is Indiana's comprehensive accountability system for K-12 education. To measure progress, Indiana schools (public and non-nonpublic) are placed into five categories based upon student performance and improvement data from the state's ISTEP+ and End of Course Assessments (ECAs).

Public Law 221 (P.L.221) and the SOCS Teacher Evaluation Model

Public Law 221 is factored into teacher evaluation under the School-Wide Learning Measure. Each group of teachers will have 5% of their effectiveness rating determined by Public Law 221, school accountability. Teachers will receive a rating based on the following accountability model school grade.

School-Wide Learning Measure (SWL) continued

School Grade	Rating Points
A	4
B	3
C	2
D or F	1

Students Included in School Grade

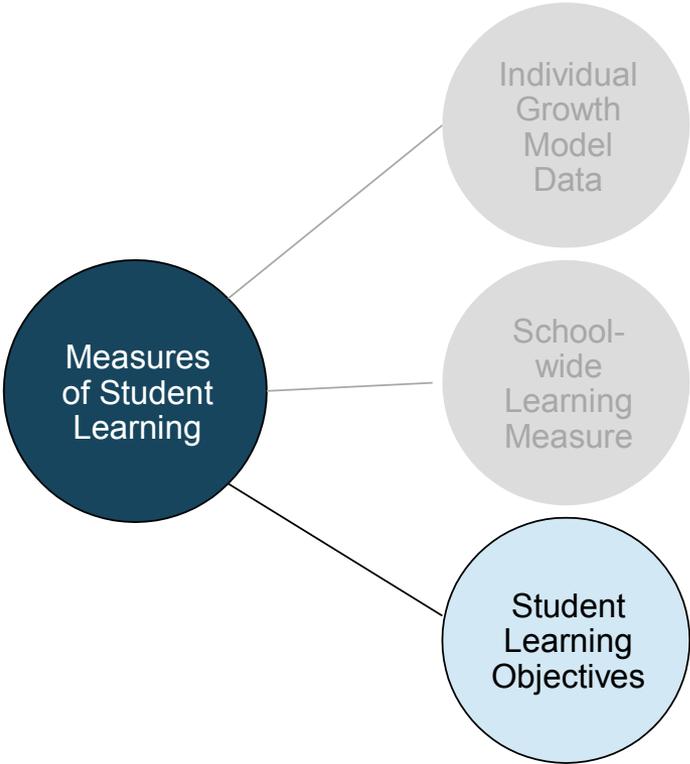
Students included in the calculation must have been present at least 162 days at the particular school; this is based on a student's enrollment at the conclusion of the school year.



Student Learning Objective

Group 2 & Group 3 Teachers

*Copies of the forms used for documentation and conferencing on SLOs can be found in Appendix A.
Sample SLOs can be found in Appendix C.*



- Long-term academic goal that teachers and evaluators set for a class or group of students
- Mastery goal based on students' starting point for a class
- Covers all the Indiana content standards for the course.

Student Learning Objective must be:

- Specific and measureable
- Set using available prior student data
- Aligned to state standards
- Based on growth and achievement

Student Learning Objective (cont.) Group 2 and Group 3 Teachers

Note: Student Learning Objectives should be determined using the assessment with the highest level of confidence.
Copies of the forms used for documentation and conferencing on SLOs can be found in Appendix A.

Four types of assessments may be used for Student Learning Objectives

Assessments are either Pre-Approved or Evaluator-Approved, and should be selected based on the following:

- For grade levels and content areas where State assessments are available (1), they should be used due to the high level of confidence and alignment in these exams to Indiana Academic Standards. State exams, such as ISTEP+, ECAs, and LAS Links, have been created and vetted by experts, and are administered across a large population of students.
- For grade levels and content areas where State exams are not available, the Pre-Approved Common Corporation Assessments (2), should be used.
- For grade levels and content areas where pre-approved assessments do not apply, the Common School Assessment (3), may be used, but must be approved by the evaluator.
- Classroom assessments (4), are considered by the IDOE to provide the lowest level of confidence, and should only be used when the other 3 assessment types are not available. These assessments must be approved by the evaluator.

Pre-Approved	1	State Assessments	Assessments that are mandated for use state-wide (e.g., ISTEP+, ECAs, LAS Links).	Confidence ↑
	2	Common Corporation Assessments	Assessments that are mandated or optional for use corporation-wide (e.g., AP, IN Course-Aligned Assessments, NWEA, mClass, SRI, corporation-created assessments).	
Evaluator	3	Common School Assessments	Assessments that are mandated or optional for use school-wide (e.g., a final exam written by science teachers and used in all chemistry classes in a school).	
	4	Classroom Assessments	Assessments used by a single teacher for a particular course (e.g., a teacher's world history final exam).	

Student Learning Objective (cont.) Group 2 and Group 3 Teachers

Note: Copies of the forms used for documentation and conferencing on SLOs can be found in Appendix A.

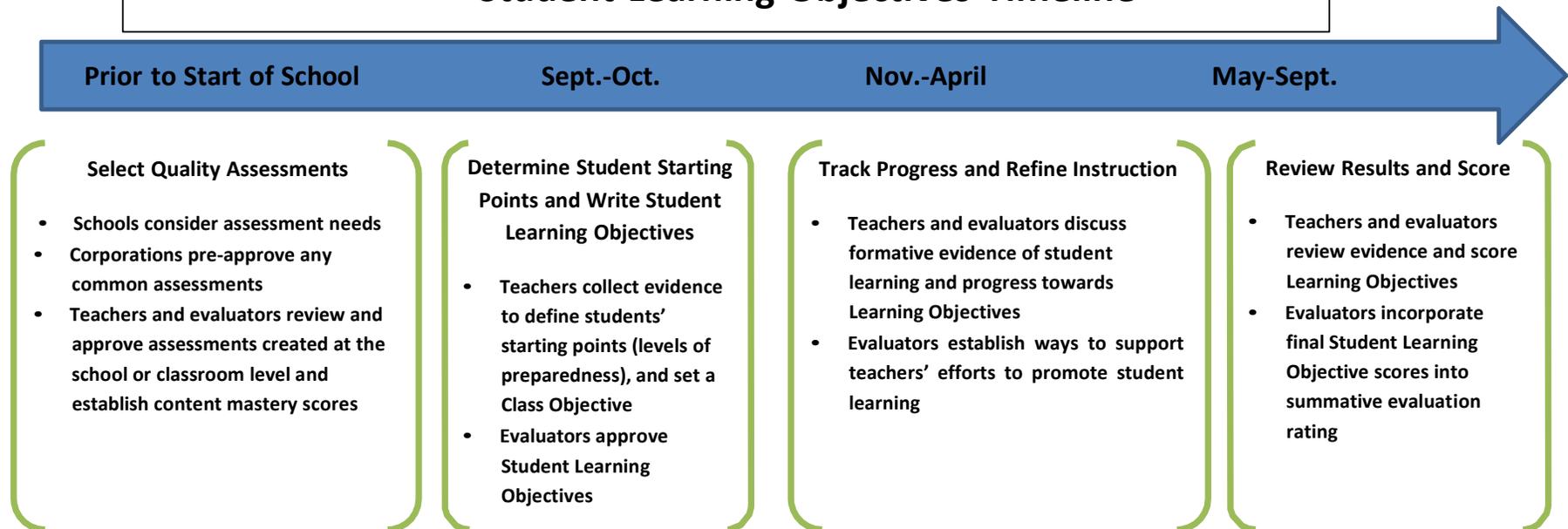
Tracking Student Progress towards the Student Learning Objectives

The teacher collects formative assessment data often in order to monitor students' progress towards Student Learning Objectives, and adjusts instruction as necessary.

If requested, teachers should collect important interim student learning data related to the Student Learning Objectives and complete the *Mid-Course Check-In Form*. A Mid-Course Conference may be requested at the discretion of the evaluator. Both the data and the *Mid-Course Check-In Form* should be submitted to the evaluator 48 hours before the Mid-Course Conference. The Mid-Course Conference is optional, but recommended.

Collect and record all end-of-course assessment data used for the Class Student Learning Objective and record this data on the *End-of-Course Review Form*.

Student Learning Objectives-Timeline



Student Learning and Negative Impact (all teachers)

Indiana law contains a provision that a teacher who negatively affects student achievement and growth (negative impact), cannot receive a final rating of highly effective or effective. Negative impact is characterized by a significant decrease in student achievement and notably low levels of student growth.

Group 1 and Group 2 Teachers

The IDOE is required to determine and revise at regular intervals the cut levels in Individual Growth Measure results that would determine negative impact on growth and achievement for teachers with classes measured by statewide assessments with growth model data.

Group 3 Teachers

School corporations are required to define locally how negative impact will be calculated for teachers without growth model data available. **NEGATIVE IMPACT ON STUDENT LEARNING** for Group 3 teachers will be defined as a teacher who meets both of the following criteria.

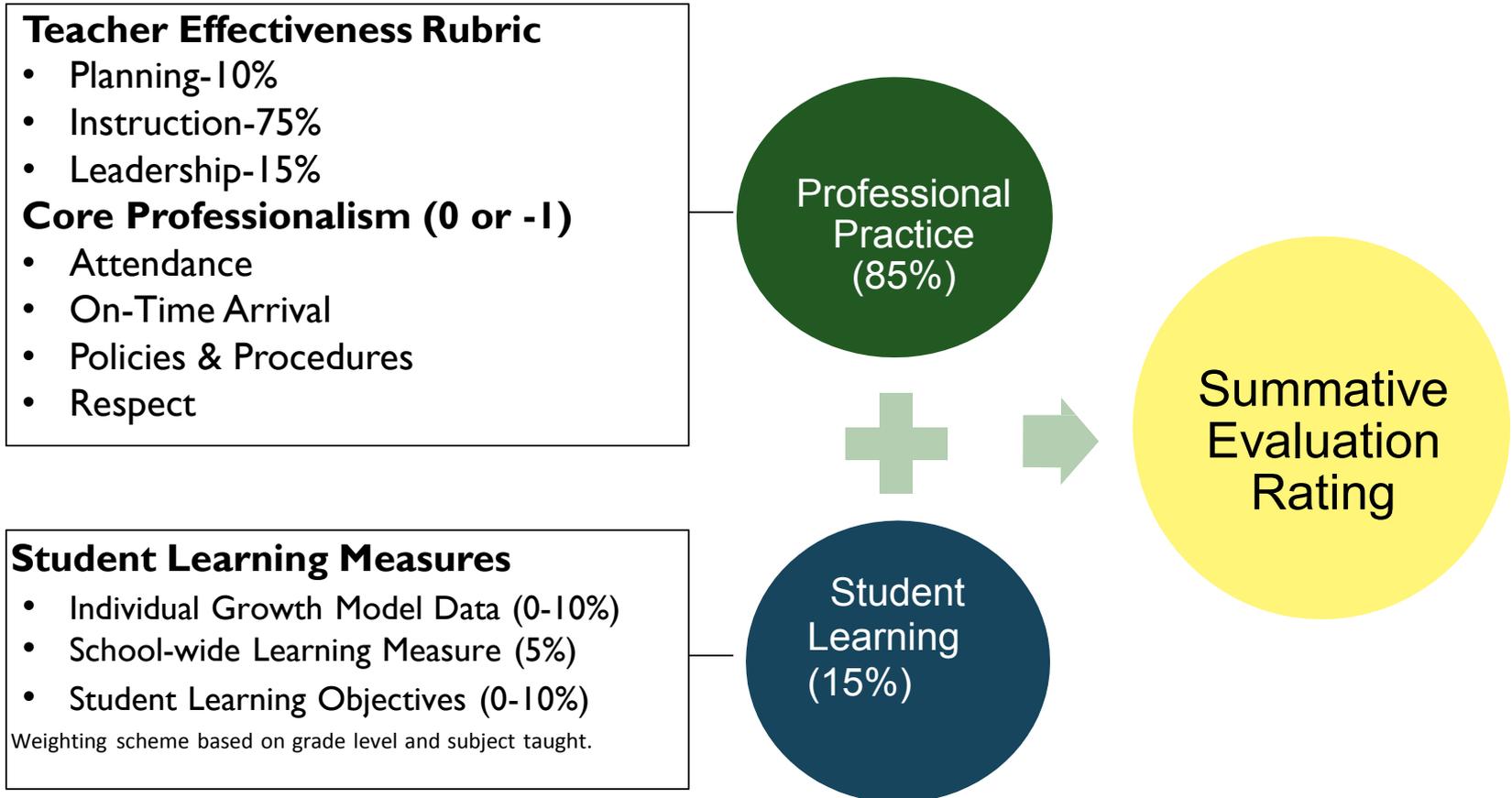
- The number of students indicated to achieve a rating of *Ineffective* achieve content mastery on the SLO assessment
- AND-
- Less than 60% of the students achieve the minimum passing score. See example below.

Example 9: High School 11th Grade U.S. History Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Indiana Course-Aligned Assessment</i>			
	Approved Mastery Score	Score: <i>65 out of 80 or 81%</i>			
Pre-Work: Step 2	Level of Student Preparedness	High – 5, Medium – 10, Low - 10			
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	<i>Negative Impact-Group 3 Teachers only</i>
	<i>Exceptional number (all students in the high and medium levels of preparedness and most of the students in the low level), achieve content mastery</i>	<i>Significant number (all students in the high level, almost all students in the medium level, and many of the students in the low level of preparedness), achieve content mastery</i>	<i>Less than significant number (most students in the high and medium levels of preparedness, and few students in the low level), achieve content mastery</i>	<i>Few students (x), achieve content mastery</i>	<i>Negative impact determined for Group 3 teachers using SLO, and the following guidance. If X or fewer students <u>achieve content mastery</u>, AND less than 60% of students <u>achieve minimum passing score</u>, then the teacher will be determined to have a negative impact on student learning, and cannot receive a final summative rating of highly effective or effective.</i>
Step 3: Class Learning Objective	<i>At least 21 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>At least 19 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>At least 15 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>Fewer than 15 of 25 students achieve a score of 65 out of 80 on the End of Course Assessment.</i>	<i>Fewer than 10 of 25 students achieve a content mastery score of 65 out of 80, AND fewer than 15 of 25 students achieve the minimum passing score on the End of Course Assessment</i>

Summative Evaluation Rating

Reflects a teacher's *Professional Practice* & contribution to growth in *Student Learning*



Summative
Evaluation
Rating

Summative Evaluation Rating

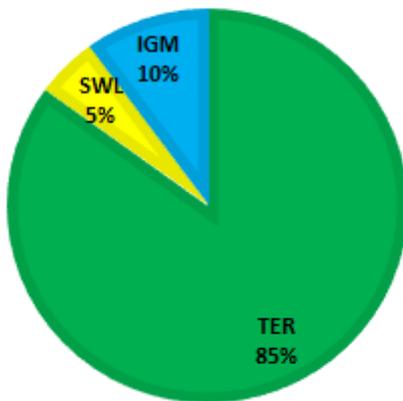
Teachers fall into one of three groups based on grade level and subject taught. Each group uses a different weighting scheme to determine summative rating.

Most 4th-8th Grade
Teachers

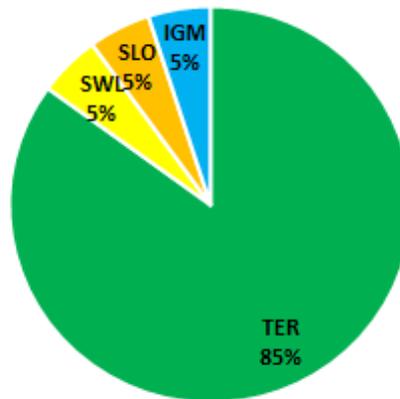
Some Elem./M.S.
Teachers

Most High School
& PK-3rd Teachers

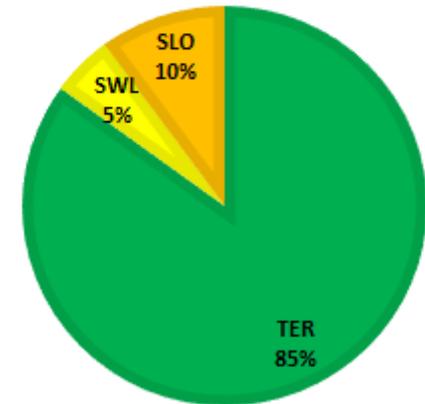
**GROUP 1 TEACHERS
HALF OR MORE GM CLASSES**



**GROUP 2 TEACHERS
LESS THAN HALF GM CLASSES**



**GROUP 3 TEACHERS
NO GM CLASSES**



Key:

TER: Teacher Effectiveness Rubric
IGM: Individual Growth Model
SLO: Student Learning Objective
SWL: School-Wide Learning Measure



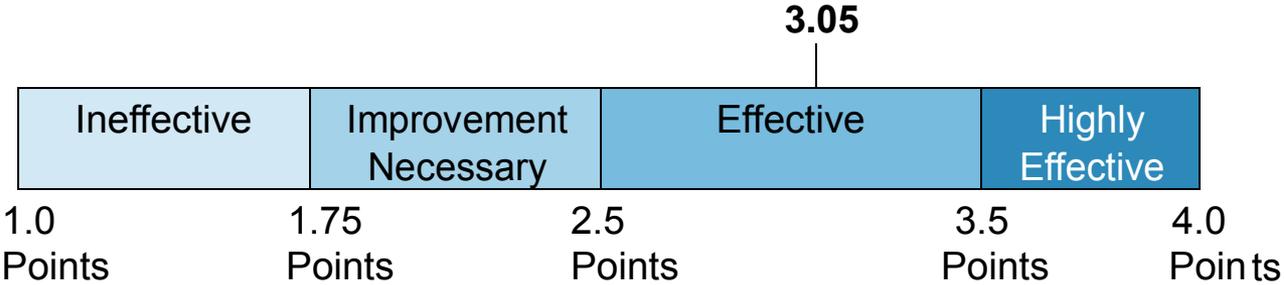
Summative Evaluation Rating Scoring Process Examples

	<i>Choose only one set of weights to calculate the final rating.</i>								
<i>*Growth Model Classes are ELA and Math grades 4-8.</i>	Group 1 Teacher - Teacher with >50% Growth Model Classes*			Group 2 Teacher - Teacher with <50% Growth Model Classes*			Group 3 Teacher - Teacher with NO Growth Model Classes*		
Measure	Rating(1-4)	GROUP 1 Weights	Weighted Rating	Rating(1-4)	GROUP 2 Weights	Weighted Rating	Rating(1-4)	GROUP 3 Weights	Weighted Rating
Final Teacher Effectiveness Rubric Score	3	85%	2.55	3	85%	2.55	3	85%	2.55
Individual Growth Model (Provided through the IDOE; Compares the progress of students in a teacher's classes to their academic peers throughout the state with the same score history)	3	10%	0.3	3	5%	0.15	N.A.	N.A.	N.A.
Student Learning Objective	N.A.	N.A.	N.A.	3	5%	0.15	3	10%	0.3
School-wide Learning Measure (A-F School Accountability Rating) All teachers within the same school receive the same rating. (A=4, B=3, C=2, D or F=1)	4	5%	0.2	4	5%	0.2	4	5%	0.2
Final Weighted Score:	3.05			3.05			3.05		



Summative Evaluation Rating

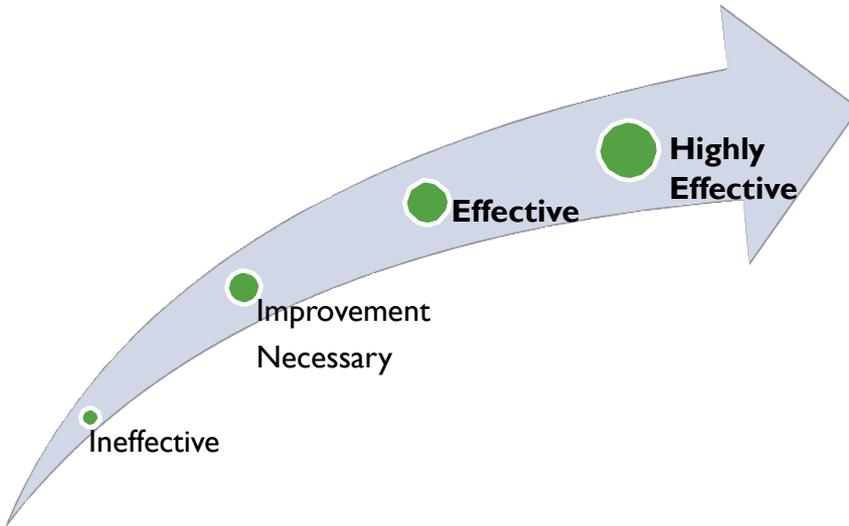
The final weighted score determines the *Summative Evaluation Rating*.



Note: Borderline points always round up.

- ***Summative Evaluation Rating* = “Effective”**

Summative Evaluation Rating Levels



Highly Effective: Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.

Effective: Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.

Improvement Necessary: Room for growth in professional practice, student achievement and professional contribution to school or corporation

Ineffective: Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation.

Note: State law prohibits a teacher whose performance negatively affects student achievement and growth from receiving a summative rating of Highly Effective or Effective

SOCS Teacher Evaluation Summative Rating Form

SCHOOL:

TEACHER:
GRADE/SUBJECT:

SUMMATIVE EVALUATOR:
DATE:

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

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

Teacher Effectiveness Rubric Scoring

Component 1: Professional Practice

Domain 1: Planning	Competency Rating
1.1 Utilize Assessment Data to Plan	
1.2 Set Ambitious and Measurable Achievement Goals	
1.3 Develop Standards- Based Unit Plans and Assessments	
1.4 Create Objective- Driven Lesson Plans and Assessments	
1.5 Track Student Data and Analyze Progress	
Domain 1 Average Rating	
4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective	Domain 1 Final Rating

Domain 2: Instruction	Competency Rating
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
2.3 Engage Students in Academic Content	
2.4 Check for Understanding	
2.5 Modify Instruction as Needed	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
2.7 Maximize Instructional Time	
2.8 Create Classroom Culture of Respect and Collaboration	
2.9 Set High Expectations for Academic Success	
Domain 2 Average Rating	
4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective	Domain 2 Final Rating

Component 1: Professional Practice (cont.)

Domain 3: Leadership	Competency Rating
3.1 Contribute to School Culture	
3.2 Collaborate with Peers	
3.3 Seek Professional Skills and Knowledge	
3.4 Advocate for Student Success	
3.5 Engage Families in Student Learning	
Domain 3 Average Rating	
4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective	Domain 3 Final Rating

Domains 1-3 Weighted Scores	Rating (1-4)	x	Weight	Weighted Rating
Domain 1 - Planning		x	10%	
Domain 2 - Instruction		x	75%	
Domain 3 - Leadership		x	15%	
Final Teacher Effectiveness Rubric Score, (Sum of Weighted Ratings for Domains 1-3):				

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	Meets Standards = 0 Does Not Meet Standards = -1	

<i>Final Teacher Effectiveness Rubric Score:</i>	
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Component 2: Student Learning

updated 7-29-13

Student Learning Objectives

Class Objective: A Class Objective is a mastery goal based on students' starting point for a class or classes of students covering all of the Indiana content standards for the course. Group 2 and 3 Teachers only.

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Negative Impact- Group 3 Teachers only
Class Learning Objective	Exceptional number (all students in the high and medium levels of preparedness and most of the students in the low level), achieve content mastery.	Significant number (all students in the high level, almost all students in the medium level, and many of the students in the low level of preparedness), achieve content mastery.	Less than a significant number (most students in the high and medium levels of preparedness, and few students in the low level), achieve content mastery.	Few students (x) achieve content mastery.	Group 1 and 2 determined by IDOE using growth model data. Group 3 teachers determined using SLO, and the following guidance. <i>If X or fewer students achieve content mastery, AND less than 60% of students achieve minimum passing score, then the teacher will be determined to have a negative impact on student learning, and cannot receive a final summative rating of highly effective or effective.</i>
Based on the table above, the teacher's Class Student Learning Objective, and your professional judgment, indicate the appropriate performance level.			Class Learning Objective Rating:		

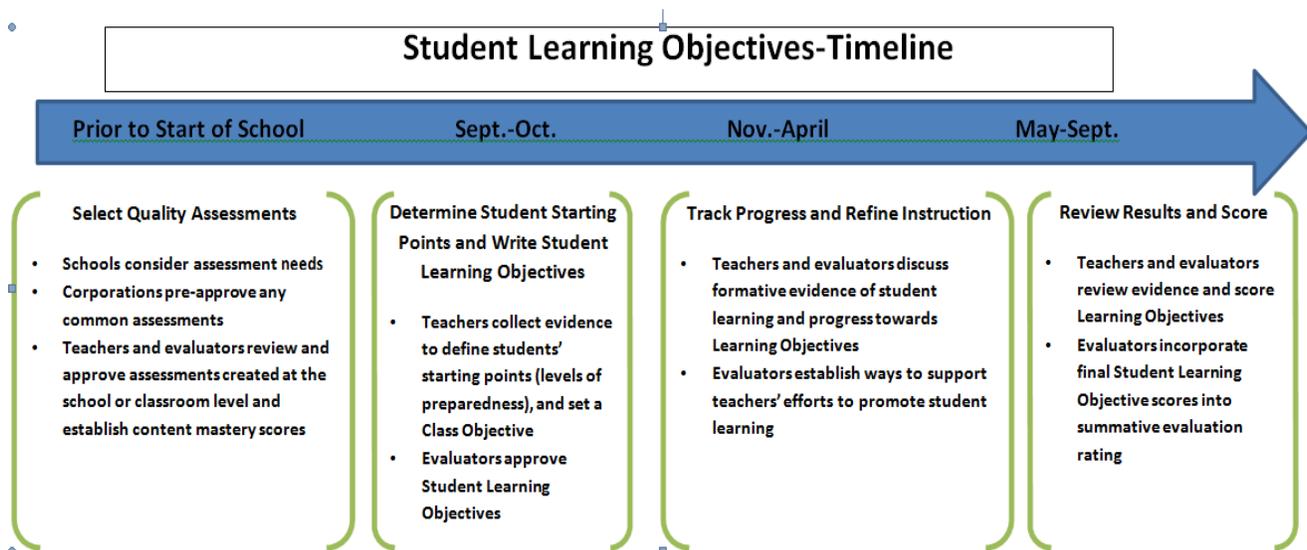
Final Summative Rating

Choose only one set of weights to calculate the final rating.

Growth Model Classes are ELA and Math grades 4-8.	Group 1 Teacher - Teacher with >50% Growth Model Classes			Group 2 Teacher - Teacher with <50% Growth Model Classes*			Group 3 Teacher - Teacher with NO Growth Model Classes*		
	Rating (1-4)	GROUP 1 Weights	Weighted Rating	Rating (1-4)	GROUP 2 Weights	Weighted Rating	Rating (1-4)	GROUP 3 Weights	Weighted Rating
Final Teacher Effectiveness Rubric Score		85%	0		85%	0		85%	0
Individual Indiana Growth Model (Provided through the IDOE; Compares the progress of students in a teacher's classes to their academic peers throughout the state with the same score history)		10%	0		5%	0	N.A.	N.A.	N.A.
Student Learning Objectives (100% Class Learning Objective Rating)	N.A.	N.A.	N.A.		5%	0		10%	0
School-wide Learning Measure (A-F School Accountability Rating) All teachers within the same school receive the same rating. (A=4, B=3, C=2, D or F=1)		5%	0		5%	0		5%	0

Timeline and Checklist

Below is a general overview of the timeline of the Student Learning Objective process and checklists of each major section of the timeline.



Approving Assessments and Creating Content Mastery Scores

Prior to discussion of Student Learning Objectives

The **teacher** should:

- Decide what is the best assessment available for a Class Objective as determined by the assessment hierarchy.
- Meet with other teachers of the same course or grade level (if applicable) to review common assessments for alignment, rigor and complexity, and format by completing the *Assessment Pre-Approval Form*. If no common assessment exists, when feasible, teachers and curriculum leaders should work to create one.
- For each assessment reviewed above, set a content mastery score and record on the *Assessment Pre-Approval Form*.
- Provide copies of the *Pre-Approval Forms* to the evaluator.

The **evaluator** should:

- Create an assessment matrix indicating the available assessments for all teachers. Share with faculty.
- If possible, meet with teacher teams as they review their assessments.
- Review *Pre-Approval Forms*, and approve or provide feedback for revisions.

After the school year:

- Review the common assessments used for Class Student Learning Objectives and make revisions when necessary. Assessments do not need to be reapproved unless significant changes were made.

Initial Student Learning Objective Approval:

Review and approve each teacher's Student Learning Objectives.

Prior to initial Student Learning Objective approval:

The **teacher** should:

- Determine the course which will be targeted by the Student Learning Objective. When appropriate, this course should not be covered by Growth Model data.
- Collect evidence on students' starting points and classify each student's level of preparedness.
- Use students' starting points and the *Class Objective Setting Form* to determine the proportion of students who must achieve mastery in order to attain each performance level.
- Provide copies of the above forms to the evaluator at least 48 hours in advance of any discussion (2 school days).

The **evaluator** should:

- If possible, meet with teachers as they plan their Student Learning Objective.
- If possible, review each teacher's evaluation of their students' starting points and his/her Student Learning Objectives.
- If a teacher-created or teacher-obtained assessment is being used, review the assessment and scoring tool.
- Schedule the initial conference.

During Student Learning Objectives discussion:

1. Review and discuss the evidence of student starting points and the drafted Student Learning Objective.
 - a. If necessary, make any adjustments to the Student Learning Objective.
2. If changes do not need to be made to the Student Learning Objective, the evaluator may approve by signing the *Evaluator Approval of Student Learning Objectives Form*.
3. Establish clear next steps for the evaluator and teacher after the approval.

After Student Learning Objectives discussion:

- The teacher collects formative assessment data in order to monitor students' progress towards Student Learning Objectives, and adjusts instruction as necessary.

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation or other conferences.

Mid-Course Check-In (optional):

Review student learning data supplied by the teacher.

Prior to the mid-course check-in:

The **teacher** should:

- Collect important interim student learning data related to the Student Learning Objectives and complete the *Mid-Course Check-in Form*. Both should be submitted to the evaluator 48 hours before the review (2 school days).

The **evaluator** should:

- Schedule the mid-course check-in.
- Review the *Mid-Course Check-in Form* and examine all available formative student learning outcomes that relate to the Class or Targeted Learning Objective.

During the mid-course check-in:

Review the *Mid-Course Check-In Form* and available formative student learning data. The evaluator should ask questions that will help him/her gauge the current level of student learning, as well discuss the ways in which he/she can support the teacher's efforts to promote academic achievement.

After the mid-course check-in:

The teacher should continue to monitor progress towards Learning Objectives, and the evaluator should follow through with the support strategies discussed in the mid-course check-in.

* It is recommended for time efficiency that all Student Learning Objective conferences, when possible, are scheduled in conjunction with observation or other conferences.

Summative Review:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives.

Prior to summative review conference:

The **teacher** should:

- Collect all end-of-course assessment data used for the Student Learning Objectives and record this data on the *End-of-Course Review Form*.
- Submit any additional information to help the evaluator judge the Learning Objective.
- Submit the *End-of-Course Review Form 48* hours before the end-of-year review conference (2 school days).

The **evaluator** should:

- Schedule the summative review conference.
- Review the teacher's *End-of-Course Review Form*.

During summative review conference:

1. The evaluator and teacher review and discuss the student learning data and attainment of objectives.
2. The evaluator asks any outstanding questions about student learning data.
3. The evaluator finalizes and shares the overall Student Learning Objective score with the teacher, along with any rationale and summative feedback.

After summative review conference:

- The evaluator incorporates the Final Student Learning Objective score into the overall all Summative score.

Impact of Summative Ratings and Teacher Professional Rating Categories

Conference with Superintendent Following an Ineffective Summative Rating

In accordance with IC 20-28-11.5-6 (c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee if their request meets this timeline.

Instruction Delivered by Teachers Rated Ineffective

As per IC 20-28-11.5-7, a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. If a teacher did not instruct students in the school year immediately before, the teacher's rating for the most recent year in which they instructed students shall be used in making this determination. The SOCS Central Office will maintain a secure database of all teacher ratings for the purposes of evaluation, remediation, compensation, and for compliance of IC 20-28-11.5-7. Student rosters at the time of scheduling will be cross-referenced with the secure list of teacher ratings. If a student assignment places the student in this situation, the student will be reassigned. Building principals will be required to submit evidence of compliance with IC 20-28-11.5-7 annually.

In the rare occasion that a student must be assigned two consecutive teachers rated as ineffective, the student's parent/guardian must be notified by the building principal, before the start of the second consecutive school year. The letter will indicate that the student will be placed in a classroom of a teacher who has been rated ineffective, explain the circumstances requiring the placement of the student, as well as factual information regarding the services all students receive and supports available for all students.

Teacher Category Placements

IC 20-28-6-7.5 Probationary teacher; effect of evaluations

Sec. 7.5. (a) A teacher who is subject to section 8 of this chapter is not subject to this section.

(b) After June 30, 2011, a teacher who:

- (1) serves under contract as a teacher in a public school corporation;
 - (2) has not received a rating in an evaluation under IC 20-28-11.5 or receives a rating of ineffective in an evaluation under IC 20-28-11.5;
 - (3) has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation; and
 - (4) has not received three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5;
- shall be considered a probationary teacher.

(c) After June 30, 2011, a teacher who receives a rating of:

- (1) effective;
- (2) highly effective; or
- (3) a combination of both subdivisions (1) and (2);

in an evaluation under IC 20-28-11.5 for at least three (3) years in a five (5) year or shorter period becomes a professional teacher by entering into a contract described in section 2 of this chapter.

(d) A professional teacher who receives a rating of ineffective in an evaluation under IC 20-28-11.5 shall be considered a probationary teacher but is not subject to the cancellation of the teacher's contract unless at least one (1) of the following criteria applies:

- (1) The teacher receives a rating of ineffective in an evaluation under IC 20-28-11.5 in the year immediately following the teacher's initial rating of ineffective.
- (2) The teacher's contract cancellation is due to a justifiable decrease in the number of teaching positions under IC 20-28-7.5-1(b)(3).
- (3) The teacher's contract cancellation is due to conduct set forth in IC 20-28-7.5-1(b).

As added by P.L.90-2011, SEC.29.

IC 20-28-6-8 Indefinite contract; established teacher

Sec. 8. (a) An individual who:

- (1) serves under contract as a teacher in a public school corporation before July 1, 2012; and
 - (2) at any time before July 1, 2012, enters into a teacher's contract for further service with the school corporation;
- becomes, by entering into the contract described in subdivision (2), an established teacher of the school corporation. When a contract between the school corporation and an established teacher expires by the contract's terms, the contract is considered to continue indefinitely as an indefinite contract, subject to IC 20-28-7.5.

(b) An indefinite contract remains in force until the indefinite contract is:

- (1) replaced by a new contract signed by both parties; or
- (2) canceled as provided in IC 20-28-7.5.

[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-6.1-4-9.]

As added by P.L.1-2005, SEC.12. Amended by P.L.43-2010, SEC.1; P.L.90-2011, SEC.30.

Contract Cancellation Grounds Based on Teacher Category Placements

IC 20-28-7.5-1 Application; grounds for cancellation

Sec. 1. (a) This chapter applies to a teacher in a school corporation (as defined in IC 20-18-2-16(a)).

(b) A contract with a teacher may be canceled immediately in the manner set forth in sections 2 through 4 of this chapter for any of the following reasons:

- (1) Immorality.
- (2) Insubordination, which means a willful refusal to obey the state school laws or reasonable rules adopted for the governance of the school building or the school corporation.
- (3) Incompetence, including:
 - (A) for probationary teachers, receiving an ineffective designation on a performance evaluation or receiving two (2) consecutive improvement necessary ratings on a performance evaluation under IC 20-28-11.5; or
 - (B) for any teacher, receiving an ineffective designation on two (2) consecutive performance evaluations or an ineffective designation or improvement necessary rating under IC 20-28-11.5 for three (3) years of any five (5) year period.
- (4) Neglect of duty.
- (5) A conviction of an offense listed in IC 20-28-5-8(c).
- (6) Other good or just cause.

(c) In addition to the reasons set forth in subsection (b), a probationary teacher's contract may be canceled for any reason relevant to the school corporation's interest in the manner set forth in sections 2 through 4 of this chapter.

(d) After June 30, 2012, the cancellation of teacher's contracts due to a justifiable decrease in the number of teaching positions shall be determined on the basis of performance rather than seniority. In cases where teachers are placed in the same performance category, any of the items in IC 20-28-9-1.5(b) may be considered.

(e) Only the governing body may terminate, cancel, or otherwise refuse to renew a contract of a superintendent or assistant superintendent. Notice of the contract cancellation or the refusal to renew the individual's contract must be provided in the manner provided in IC 20-28-8-3(a).

As added by P.L.90-2011, SEC.31. Amended by P.L.286-2013, SEC.87; P.L.233-2015, SEC.208; P.L.239-2015, SEC.4.

Glossary

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.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher’s students’ starting points (levels of preparedness), and approve the Student Learning Objectives. In some cases, this conference may double as the “Summative Conference” as well, and include discussion about the teacher’s prior year performance and Professional Development Plan (if applicable).

Class Learning Objective: A mastery goal based on students’ starting point for a class of students covering all of the Indiana content standards for the course.

Classroom Assessment: A teacher-developed assessment used by a single teacher for a particular course, e.g., a teacher’s world history final exam that only this particular teacher uses. Please note that a classroom assessment does not refer to an assessment created by and administered by *groups* of teachers (see common school assessment).

Common School Assessment: An assessment that is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

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

Content Mastery Standard: A score on an assessment that a student must obtain in order to be considered as having achieved mastery. The content mastery standard must fall between passing and 100%. It is typically around 70%-80%.

Corporation-Wide Assessment: A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ex. NWEA, mCLASS, etc).

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Course Assessment: An assessment given at the end of the school year or semester course that measures mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many corporations and schools have end-of-course assessments that they have purchased or created on their own. Depending on the class, an end-of-course assessment may be a project instead of a paper-and-pencil test.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher’s performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

Group 1 Teacher: For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

Group 3 Teacher: For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3rd teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

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 Growth Model: The Indiana Growth Model rating is calculated by comparing the progress of students in a teacher’s class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect three years’ worth of assessment data where available. Currently, growth model data only exists for students in grades 4-8 in ELA and math.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance. This rubric is the basis for the professional practice component of the SOCS Teacher Evaluation Model.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

ISTEP+/ILEARN: 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 conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Observation: Extended observation-Minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods. Teachers must have a minimum of two extended observations per year – at least one per semester.

- a. **Pre-Observation Conference**: An optional conference prior to an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), should be communicated prior to the extended observation.
- b. **Post-Observation Conference**: An optional conference which occurs following an extended observation. If a post-observation conference is not held, the teacher must still be presented with written feedback within five school days of the extended observation.

Short observation-Minimum of 10 minutes, and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days. Teachers must have a minimum of one short observation per year.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

Professional Development Goals: These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher’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 educator 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 Professional Development Plan will also serve as a template for the Remediation Plan if warranted due to concerns related to job performance.

- Teachers who received a rating of Improvement Necessary or Ineffective the previous year must complete a Professional Development/Remediation Plan.
- Teachers who are in danger of receiving a rating of Improvement Necessary or Ineffective during the current year may be required at the discretion of their Primary Evaluator to complete a Professional Development/Remediation Plan.
- Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator.

Professional Judgment: A primary evaluator’s ability to look at information gathered and to make an informed decision regarding a teacher’s performance without using a predetermined formula.

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 Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

Remediation Plan: If a certified staff member receives a rating of ineffective or improvement necessary during the previous year, the primary evaluator and the certified staff member must develop a Remediation Plan. In addition, certified staff members who are in danger of receiving a rating of Improvement Necessary or Ineffective during the current year may be required (at the discretion of their Primary Evaluator), to complete a Remediation Plan.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Statewide Assessment: An assessment that is mandated for use state-wide, e.g., ECAs, ISTEP+, LAS Links.

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 teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

Student Learning Objective: A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

Summative Conference: A conference where the primary evaluator and teacher discuss performance 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 isn't available until the summer (coinciding with the Beginning-of-Year Conference). A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. 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.

Targeted Objective: A growth and/or achievement goal that may cover all or a subset of Indiana content standards targeted at students beginning the class at a low level of preparedness.

Appendix A - Forms

*Step 1: Pre-Approval for School-Based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Directions: For any school-based assessment used for class or targeted learning objectives, please complete the steps below. If a department of teachers is using a common assessment, only one copy should be turned in per assessment. (Please make sure all teachers using the assessment are listed above).

- 1) Using the IN course standards (<https://learningconnection.doe.in.gov/Standards/About.aspx?art=11>), identify which standards align to which questions/tasks on your assessment. Write/type standards next to assessment questions. Sub-standards or indicators may be summarized (ex. write *6.1 – Medieval*, rather than *6.1.3*). Use the *Standards Alignment and Coverage Check Chart* to summarize which questions are aligned to which standards and to ensure that each standard is covered by an appropriate number of questions. Attach this chart to this form.

- 2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting a higher-level of rigor. Attach this chart to this form.

- 3) Review the format of the assessment questions. Check for the following:
 - Are questions/tasks written clearly?
 - Are there a variety of types of questions/tasks?
 - Are the questions/tasks free of bias?
 - Are the questions appropriate for the subject/grade level?

- 4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

- 5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Indiana content standards for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s) (aligned to standards), Assessment Rigor Analysis Chart, and any additional supporting materials (rubrics, scoring guides, etc).

*Completion of Step 1 is only required for those teachers without a Pre-Approved State or Common Corporation Assessment. All other teachers should begin with Step 2.

*Step 1: Standards Alignment and Coverage Check

Grade Level/Subject: _____

Teacher(s): _____

Directions: After aligning assessment to Indiana Academic and/or Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Not all grade levels/content areas will have 12 standards total; only fill in the total number of standards that apply. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Standard 7		
Standard 8		
Standard 9		
Standard 10		
Standard 11		
Standard 12		

*Completion of Step 1 is only required for those teachers without a Pre-Approved State or Common Corporation Assessment. All other teachers should begin with Step 2.

*Step 1: Assessment Rigor Analysis – Depth of Knowledge (DOK)

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Find the meaning of...? Which is true or false...?	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of... Can you illustrate the concept of...? Apply the method used to determine...? What might happen if...? Use evidence to support....	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove	Design x in order to.... Develop a proposal to.... Create a model that.... Critique the notion that....	

Adapted from: Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx> and UW Teaching Academy <http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm>

*Completion of Step 1 is only required for those teachers without a Pre-Approved State or Common Corporation Assessment. All other teachers should begin with Step 2.

***Step 1: Assessment Approval Checklist for School-based Assessments**

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Criterion	Considerations (Check all that apply.)
<u>Alignment and Stretch</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Items/tasks cover key subject/grade-level content standards. <input type="checkbox"/> Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. <input type="checkbox"/> Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course <input type="checkbox"/> Items/tasks that are more complex weigh more than less complex items
	Evidence/Feedback
<u>Rigor and Complexity</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g., at right level of DOK and correct reading level) <input type="checkbox"/> Many items/tasks require critical thinking and application <input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multistep) <input type="checkbox"/> Key content standards are assessed at greater depths of understanding and/or complexity
	Evidence/ Feedback
<u>Format Captures True Mastery</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Items/tasks are written clearly. <input type="checkbox"/> The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders <input type="checkbox"/> Some standards are assessed across multiple items/tasks <input type="checkbox"/> Item types and length of the assessment are appropriate for the subject/grade level <input type="checkbox"/> Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery
	Evidence/ Feedback

The content mastery score represents a rigorous target for student achievement based on the assessment

I approve of this assessment/task and any accompanying rubrics without further change.

Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

*Completion of Step 1 is only required for those teachers without a Pre-Approved State or Common Corporation Assessment. All other teachers should begin with Step 2.

Step 2: Identify and Approve Student Starting Points

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Level of Preparedness....	Evidence Collected & Cut Scores Used	Possible Sources of Evidence
<p><u>High</u> <i>(students prerequisite skills or knowledge are ahead of where they need to be starting this course)</i></p>		<ul style="list-style-type: none"> - Results from beginning of course (BOC) diagnostic tests or performance tasks (e.g., a department-compiled BOC test; the first interim assessment) - Results from prior tests that assess knowledge and skills that are pre-requisite to the current subject/grade. <ul style="list-style-type: none"> o Overall scale scores o Sub-scores o Performance levels o Percent correct
<p><u>Medium</u> <i>(students prerequisite skills or knowledge are where they need to be starting this course)</i></p>		<ul style="list-style-type: none"> - Results can come from tests of the same or different subjects, as long as the test assessed pre-requisite knowledge and skills
<p><u>Low</u> <i>(students prerequisite skills or knowledge are below where they should be starting this course)</i></p>		

Teacher has appropriately assessed students' starting points.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 3: Set Student Learning Objective (Class)

Teacher(s): _____

Grade Level/Subject/Period: _____

Pre-Work: Step 1	Approved Assessment	Assessment:
	Approved Mastery Score	Score:
Pre-Work: Step 2	Level of Student Preparedness	High – Medium - Low -

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Negative Impact- IDOE determines Group 1 & 2, Group 3 Teachers determined locally.
Class Objective Rubric	Based on students' starting points, the teacher moved an exceptional number of students to achieve content mastery.	Based on students' starting points, the teacher moved a significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved a less than significant number of students to achieve content mastery.	Based on students' starting points, the teacher moved few students to achieve content mastery.	If number of students who <u>achieve content mastery</u> is in the Ineffective range, AND less than 60% of students <u>achieve minimum passing score</u> , then the teacher will be determined to have a negative impact on student learning, and cannot receive a final summative rating of highly effective or effective.
Class Objective Defined	At least out of students achieve a score of out of or above on the	At least out of students achieve a score of out of or above on the	At least out of students achieve a score of out of or above on the	Fewer than out of students achieve a score of out of on the	Fewer than __ out of __ students <u>achieve a content mastery score of __ out of __</u> AND fewer than __ of __ students (60%) <u>achieve the minimum passing score on the End of Course Assessment</u>

Use the following directions to write your class learning objective:

- 1) Complete the Pre-Work section using information from Step 1 and Step 2 approved forms
- 2) Look at numbers of students in the different Levels of Preparedness. Use the following guidance to determine what # or % of students at each level will achieve the content mastery score determined in Step 1:
 - A “Highly Effective” teacher should have all students in the high and medium levels of preparedness and most of the students in the low level of preparedness achieve content mastery.
 - An “Effective” teacher should have all students in the high level, almost all students in the medium level, and many students in the low level of preparedness achieve content mastery.
 - An “Improvement Necessary” teacher should have most students in the high and medium, and few students in the low level of preparedness achieve content mastery.
 - An “Ineffective” teacher should have few or no students in the high, medium, and low level of preparedness achieve content mastery.
- 3) Draft objective across performance levels (Ex. “Effective”: 80% of students will score an 85/100 or above on the end of course assessment; “Highly Effective”: 90% of students will score an 85/100 or above, etc)

Step 3: Evaluator Approval of Student Learning Objectives

Teacher(s): _____

Evaluator: _____

Class Learning Objective Assessment: _____

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Negative Impact- IDOE determines Group 1 & 2, Group 3 Teachers determined locally.
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>	<i>The number of students who <u>achieve content mastery</u> is in the Ineffective range, AND less than 60% of students <u>achieve minimum passing score</u>.</i>
Class Learning Objective	At least out of students achieve a score of out of or above on the	At least out of students achieve a score of out of or above on the	At least out of students achieve a score of out of or above on the	Fewer than out of students achieve a score of out of on the	<i>Fewer than__ out of__ students <u>achieve a content mastery score of __out of __.</u> AND fewer than __ of __ students (60%) <u>achieve the minimum passing score on the End of Course Assessment</u></i>

Evaluator Feedback:

_____ Class Learning Objective Approved

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 5: End-of-Course Review

Teacher: _____

Grade Level/Subject/Period: _____

Evaluator: _____

Date of end-of-course progress check-in: _____

In preparation for our end-of-course review, please complete this form and submit it to your evaluator **at least two school-days before the conference.**

Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Negative Impact- IDOE determines Group 1 & 2, Group 3 Teachers determined locally.
What was your Class Learning Objective?	At least ___ out of ___ students achieve a score of ___ out of ___ or above on the	At least ___ out of ___ students achieve a score of ___ out of ___ or above on the	At least ___ out of ___ students achieve a score of ___ out of ___ or above on the	Fewer than ___ out of ___ students achieve a score of ___ out of ___ on the	<i>Fewer than ___ out of ___ students <u>achieve a content mastery score</u> of ___ out of ___, AND fewer than ___ of ___ students (60%) <u>achieve the minimum passing score</u> on the End of Course Assessment</i>

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery

Based on the above table and your Class Student Learning Objective, indicate your appropriate performance level

Ineffective

Improvement Necessary

Effective

Highly Effective

- 1) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your Class Objective?

Optional 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 learning objectives or standards will you target during this class?

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

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

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

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

Optional Post-Observation Form - Evaluators

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

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

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

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

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

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

Action Steps for Teacher Areas of Improvement:

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

Optional Post-Observation Form – Teacher

SCHOOL: _____

OBSERVER: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____

START TIME: _____

END TIME: _____

Dear Teacher,

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

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

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

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

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

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____

SUMMATIVE EVALUATOR: _____

TEACHER: _____

GRADE/SUBJECT: _____

DATE: _____

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

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

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

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 3: Leadership	Mid-Year Assessment of Domain 3
<ul style="list-style-type: none"> 3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning 	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
<ul style="list-style-type: none"> 1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect 	
Mid-Year Rating (Circle One)	Meets Standards Does Not Meet Standards

Appendix B – Mastery Standards for State Tests and Common Corporation Assessments

Test	Grade(s)	Subject(s)	Mastery Standard
ISTEP+/IMAST*	3	Math/ELA	"Pass"
	4, 6	Science	
	5, 7	Social Studies	
ECA	8-9	Algebra I	"Pass"
	9	Biology 1	
	10	English 10	
ICAA	9-12	English 9, 11,12, Geometry, Algebra II, Pre-Calculus, Physics, Earth and Space Science, Chemistry, Anatomy and Physiology, Integrated Chemistry and Physics, U.S. History, Government, Geography and History of the World, Economics, World History	70%
LAS Links	K-12	ESL	See guidance below
mCLASS	K-2	Math/ELA	See guidance below

* ISTEP+ 4-8 ELA/math is not included above because teachers should use non-growth model classes for Student Learning Objectives. The exceptions to this rule are teachers who *only* teach subjects with growth model data (ex. 7th grade English teacher or 8th grade math teacher).

For the tests below, use students' starting points to identify specific numbers for each performance level.

mCLASS

- **Highly Effective:**
 - Most to all students increase one color level between the fall (BOY) and spring (EOY) test administration.
 - No students decrease a color level.
- **Effective:**
 - Many students increase one color level between the fall and spring test administration.
 - No students decrease a color level.
- **Improvement Necessary:**
 - Only some students increase one color level between the fall and spring test administration and/or some students decrease a color level.
- **Ineffective:** Few to no students increase one color level between the fall and spring test administration and/or many students decrease a color level.

LAS Links

- **Highly Effective:**
 - Most to all students who previously scored a level 1 or 2 increase their overall score by at least one level.
 - Some students who previously scored a level 3 or above increase their overall score by at least one level.
 - No students show a decrease in their overall score*.
- **Effective:**
 - Many students who previously scored a level 1 or 2 increase their overall score by at least one level.
 - Students who previously scored a level 3 or above either maintain or increase their overall score by at least one level.
 - Few, if any, students show a decrease in their overall score.
- **Improvement Necessary:**
 - Some students who previously scored a level 1 or 2 increase their overall score by at least one level.
 - Most students who previously scored a level 3 or above, maintain or improve their overall score.
 - Some students show a decrease in their overall score.
- **Ineffective:** Few, if any, students increase their overall score and/or many students decrease their overall score.

* Note: Caution must be exercised for students in grades 2, 4, 6 and 9 as the assessment form changes in these years. Consequently, it may be more difficult for students to maintain or increase their proficiency level.

Appendix C – Sample Student Learning Objectives

Please note that although *Negative Impact* is not included in these samples, it must be included when setting SLOs in the fall.

Example 1: Kindergarten – 2nd Grade Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>mCLASS</i>		
	Approved Mastery Score	Score:		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 (<i>Green on Fall mCLASS</i>) Medium – 7 (<i>Yellow on Fall mCLASS</i>) Low – 3 (<i>Red on Fall mCLASS</i>)		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 8 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.</i>	<i>At least 6 of 10 red or yellow students increase one color level between the fall and spring test. No student's level decreases.</i>	<i>At least 4 or 10 red or yellow students increase one color level between the fall and spring test. Almost no student's level decreases.</i>	<i>Fewer than 4 of 10 students increase one color level and/or many students decrease in level between the fall and spring test.</i>

Example 2: 5th or 7th Grade Social Studies Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Social Studies ISTEP+</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium - 15 Low - 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 21 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>	<i>At least 19 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>	<i>At least 12 out of 23 students achieve a Pass or Pass+ on the Social Studies ISTEP+ Assessment.</i>	<i>Fewer than 12 out of 23 students achieve a Pass or Pass + on the Social Studies ISTEP+ Assessment.</i>

Example 3: 4th or 6th Grade Science Teacher with Tiered Targeted Objective

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Science ISTEP+</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium - 10 Low - 10		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 19 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.</i>	<i>At least 15 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.</i>	<i>At least 11 of 23 students will achieve a Pass or Pass+ on the Science ISTEP+ Assessment.</i>	<i>Fewer than 11 of 23 students achieve a Pass or Pass+ on the Science ISTEP+ Assessment.</i>

Example 4: Elementary Music Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Teacher Created Rubric Assessment</i>		
	Approved Mastery Score	Score: <i>6 out of 9 Rubric Points</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium - 12 Low - 4		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 20 out of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>At least 18 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>At least 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>	<i>Fewer than 13 of 21 students achieve a score of 6 or higher on the Music Mastery Rubric.</i>

Example 5: Elementary English Language Learner

Pre-Work: Step 1	Approved Assessment	Assessment: <i>LAS Links Assessment</i>		
	Approved Mastery Score	Score: <i>Maintain or increase proficiency level, depending on starting point.</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>1 student at Proficiency Level 4</i> Medium - <i>3 students at Proficiency Level 3</i> Low – <i>4 students at Proficiency Level 1 or 2</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 6 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>At least 5 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>At least 3 of 8 English Learner students will maintain or increase one or more proficiency levels on the LAS Links assessment.</i>	<i>Fewer than 3 English Learner Students maintained or increased one or more proficiency levels on the LAS Links assessment.</i>

Example 6: Middle School ELA Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>English Language Arts ISTEP+</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – <i>2</i> Medium - <i>8</i> Low - <i>12</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 17 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 14 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>Fewer than 8 of 22 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>

Example 7: High School 10th Grade English Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>ECA (End of Course Assessment)</i>		
	Approved Mastery Score	Score: <i>Pass</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 3 Medium - 17 Low - 6		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 24 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 21 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>At least 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>	<i>Fewer than 16 of 26 students achieve a Pass or Pass+ on the state End of Course Assessment.</i>

Example 8: High School AP Chemistry Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>AP Chemistry Exam</i>		
	Approved Mastery Score	Score: 3		
Pre-Work: Step 2	Level of Student Preparedness	High – 11 Medium - 9 Low - 0		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
	<i>At least 20 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>At least 17 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>At least 14 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>	<i>Fewer than 14 of 20 students achieve a score of 3 or higher on the College Board Exam.</i>

Example 9: High School 11th Grade U.S. History Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Department Created End of Course Assessment</i>		
	Approved Mastery Score	Score: <i>65 out of 80 or 81%</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 5 Medium - 10 Low - 10		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 21 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>At least 19 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>At least 15 of 25 students achieve a score of 65 out of 80 or above on the End of Course Assessment.</i>	<i>Fewer than 15 of 25 students achieve a score of 65 out of 80 on the End of Course Assessment.</i>

Example 10: High School Drama Teacher

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Classroom Teacher Created End of Course Assessment</i>		
	Approved Mastery Score	Score: <i>85 out of 100 or 85%</i>		
Pre-Work: Step 2	Level of Student Preparedness	High – 6 Medium – 15 Low - 3		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	<i>At least 23 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 20 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>At least 16 of 24 students achieve a score of 85 out of 100 or above on the End of Course Assessment.</i>	<i>Fewer than 16 of 24 students achieve a score of 85 out of 100 on the End of Course Assessment.</i>

Example 11: Teacher with Two Semester Exams

Pre-Work: Step 1	Approved Assessment	Assessment 1: Geometry Semester 1 Final Exam Assessment 2: Geometry Semester 2 Final Exam		
	Approved Mastery Score	Score 1: Semester 1 Exam = 87/100 Score 2: Semester 1 Exam = 82/100		
Pre-Work: Step 2	Level of Student Preparedness	High – 7 Medium – 13 Low - 5		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Exceptional number of students achieve content mastery</i>	<i>Significant number of students achieve content mastery</i>	<i>Less than significant number of students achieve content mastery</i>	<i>Few students achieve content mastery</i>
Step 3: Class Learning Objective	At least 22 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam	At least 19 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam	At least 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam	Fewer than 16 of 25 students achieve a score of 82 out of 100 or above on the Geometry Semester 1 Final Exam
	AND At least 22 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	AND At least 19 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	AND At least 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.	AND Fewer than 16 of 25 students achieve a score of 87 out of 100 or above on the Geometry Semester 2 Final Exam.

Example 12: Speech and Language Pathologist with Two Targeted Goals*

Teacher(s): **Elementary Speech and Language Pathologist**

Pre-Work: Step 1	Approved Assessment	Assessment: Stephens Oral Language Screening Test (SOLST)		
Pre-Work: Step 2	Level of Student Preparedness	Low : The 12 students who have/er/ as a targeted error		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 12 students Targeted IN Content Standards: 2nd Grade ELA Standard 7.6: Speak clearly and at an appropriate pace for the type of communication (such as informal discussion or a report to the class) Growth and/or Achievement Goal: All 12 students will improve their number of correct responses on the assessment by 4 between the beginning and end of the year.			

Pre-Work: Step 1	Approved Assessment	Assessment: Stephens Oral Language Screening Test (SOLST)		
Pre-Work: Step 2	Level of Student Preparedness	Low : The 7 students who scored less than or equal to 60% on the SOLST test for abstract language		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 7 students Targeted IN Content Standards: 6th grade ELA Standard 1: Increase semantic language skills by comprehending and utilizing abstract language (idioms, figurative language phrases) during a variety of activities Growth and/or Achievement Goal: 5 out of 7 students will improve their comprehension and utilization of abstract language by 80% or greater as measured on Stephens Oral Language Screening Test			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.

Example 13: Special Education Teacher with Two Targeted Goals*

Teacher(s): *Jr. High SPED teacher, Life Skills classroom*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Kauffman test of Educational Achievement (K-TEA II). The two reading sections used are: Letter and Word recognition and Reading Comprehension.</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>The 8 students in my class reading at a 3.4 or lower on the Kauffman Test of Educational Achievement (K-TEA II)</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 8 students Targeted IN Content Standards: 2nd grade ELA Standard 2.4: "Ask and respond to questions (when, where, why, what, if, how) to aid comprehensive about important elements of informational texts." Growth and/or Achievement Goal: 5 out of 8 students will increase their overall reading proficiency by a grade level between the beginning and end of the year.			

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Common Corporation assessment for identification of coins</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>The 6 students in my class who cannot identify coins, measured by beginning-of-course diagnostic assessments</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 6 students Targeted IN Content Standards: 2nd grade Math Standard 5.12: Find the value of a collection of pennies, nickels, dimes, quarters, half-dollars, and dollars. Growth and/or Achievement Goal: 4 out of 6 students will accurately identify all coins on the end-of-course common corporation assessment.			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.

Example 14: Special Education Teacher with Two Targeted Goals*

Teacher(s): *High School Resource Room teacher*

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Algebra 1 ECA</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>My 10 students enrolled in Algebra 1</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 10 students Targeted IN Content Standards: All Algebra 1 standards Growth and/or Achievement Goal: 7 out of the 10 students will pass Algebra 1 ECA (This goal has been discussed with their Algebra 1 teachers as well. We have the same expectations for these students)			

Pre-Work: Step 1	Approved Assessment	Assessment: <i>Common school assessment for standard MA.8.7.3 2000 and MA.8.7.4 2000 (administered in December)</i>		
Pre-Work: Step 2	Level of Student Preparedness	Low : <i>My 5 students enrolled in Geometry</i>		
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<i>Surpassed goal or otherwise demonstrated outstanding student mastery or progress</i>	<i>Met goal or otherwise demonstrated significant student mastery or progress</i>	<i>Did not fully meet goal, but showed some student mastery or progress.</i>	<i>Did not meet goal, little to no student mastery or progress.</i>
Step 3: Targeted Learning Objective	Targeted Population: 5 students Targeted IN Content Standards: 8th Grade Math Standard 8, sub-standards 3 and 4: 3 – Decide when and how to break a problem into simpler parts, and 4 – Apply strategies and results from simpler problems to solve more complex problems (We are targeting these 8th grade standards based on results from our beginning-of-year diagnostic assessment, which demonstrated weaknesses for my students in these skills, and the geometry teachers feel that these skills are very important to success in their course) Growth and/or Achievement Goal: 4 out of 5 students will get a 70% or higher on the common school assessment for these standards			

*Special Education teachers can use either two Targeted, or a Class and a Targeted objective to best meet the needs of their students. While the special education examples in this handbook highlight the use of two Targeted objectives, certainly some special education teachers will find the use of the Class objective more appropriate.

Appendix D- Professional Development and Remediation Plans

Professional Development Plan

The professional development plan is an individualized tool for teachers to assess their prior performance, set goals, and develop clear action steps for how each goal will be met. Although the professional development plan is only required under certain circumstances, every teacher is encouraged to set goals around his/her performance. Teachers in their first few years are especially encouraged to complete a Professional Development Plan with the support of their primary evaluator. A copy of this plan appears on the following pages.

Remediation Plan Requirement

Certified staff member who receive a rating of ineffective or improvement necessary during the previous year are required to develop a Remediation Plan with their primary evaluator. In addition, certified staff members who are in danger of receiving these ratings during the current year may be required to complete a Remediation Plan at the discretion of their Primary Evaluator. Requirements for this plan are as follows:

- The Professional Development Plan will serve as a template for the Remediation Plan.
- The plan shall not be more than ninety (90) school days in length to correct the deficiencies noted in the evaluation, or in writing during the conference.
- The plan must list the evaluator's recommendations for improvement, and the time in which improvement is expected.
- The plan must require the teacher to gain license renewal credits by engaging in professional development activities which will assist the teacher in achieving an effective rating on the next evaluation. If the principal did not conduct the performance evaluation, the principal may still direct the use of the certified staff member's license renewal credit.
- Whenever a teacher is required to have a remediation plan, the building principal will inform the superintendent.
- The teacher has a right to due process and to association representation (if requested), at all conferences for the Remediation Plan where outlined in Indiana Code.
- If the evaluator and the staff member cannot jointly establish the remediation plan, the evaluator shall do so unilaterally.
- The evaluator shall monitor the staff member's progress in following the plan, complete another evaluation rubric, and hold a conference with the certified staff member at the conclusion of the remediation period. At this conference, the evaluator will communicate their findings:

Sufficient Progress (meets all remediation goals)—Removal from the Remediation Plan and return to regular evaluation cycle

Insufficient Progress (does not meet all remediation goals)—The teacher who does not demonstrate sufficient progress on all remediation goals will be notified via the summative evaluation report. The teacher will also be notified of any recommendations for administrative action due to failure to meet all remediation goals.

- In addition, if the remediation plan conference is also doubling as the end-of-year or summative conference, the evaluator will make one of the following determinations:
 - The staff member has progressed to a performance level of *Effective* or *Highly Effective*, they will be recommended for renewal, and can be removed from the Remediation Plan.
 - The staff member has remained at the *Improvement Necessary*, or *Ineffective* performance level, they will be recommended for renewal, and will be required to complete a revised remediation plan.
 - The staff member has remained at the *Improvement Necessary*, or *Ineffective* performance level, and they will be recommended for non-renewal. Teachers being recommended for non-renewal may request a private conference with the superintendent not later than five (5) days after the teacher's receipt of the notice. The superintendent must set the requested meeting not later than ten (10) days after the request.

SOCS Professional Development/Remediation Plan

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

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. Then, complete the growth plan form for each goal on the following pages.

Goals	Achieved?
1.	
2.	
3.	

Name:		If this is a Remediation Plan, The plan shall not allow more than ninety (90) school days in length to correct the deficiencies noted. The evaluator must indicate the date required for completion below.	
School:		Required Completion Date: _____	
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Note: If recommended for non-renewal, the teacher may request a private conference with the superintendent not later than five (5) days after the teacher's receipt of the notice. The superintendent must set the requested meeting not later than ten (10) days after the request.

Professional Growth Goal #1						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>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.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:		Data:
	Action Step 2	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:		

Professional Growth Goal #2							
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>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.</i>			Evidence of Achievement: <i>How do you know that your goal has been met?</i>		
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		

Professional Growth Goal #3						
Overall Goal:	Action Steps:	Benchmarks and Data:				Evidence of Achievement:
<p>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</p>	<p>Include specific and measurable steps you will take to improve.</p> <p>Action Step 1</p>	<p>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.</p> <p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>	<p>How do you know that your goal has been met?</p>
		Data:	Data:	Data:	Data:	
	<p>Action Step 2</p>	<p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>	
		Data:	Data:	Data:	Data:	

Appendix E:Competency Summary and Sample Instructional Techniques

RISE Teacher Effectiveness Rubric		RISE Competency Summary
DOMAIN 1: PURPOSEFUL PLANNING Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.		
	Utilize Assessment Data to Plan	RISE Indicators of an Effective Teacher (Level 3) -Uses prior assessment data for achievement goals, unit plans AND lesson plans -Incorporates differentiated instructional strategies to reach every student at his/her level of understanding.
1.1	Student data drives instruction. The teacher uses student data to modify lesson, unit, and activity plans. Teacher follows a continuous cycle of teach, assess, re-teach. Assessment data can be posted in the classroom as a data wall with student data posted in such a way to maintain anonymity. Teachers and students are able to reference and explain data. Teachers use relevant student data from diagnostic or pre-assessments to set goals and measure progress.	
	Set <u>Ambitious</u> and Measurable Goals	RISE Indicators of an Effective Teacher (Level 3) -Develops annual achievement goal that is measurable, includes benchmarks, and is aligned to standards. Includes benchmarks to help monitor learning and inform interventions throughout the year.
1.2	Goals are created with the help of the student and are based on the student's baseline data from the teacher's initial pre-assessment. Goals are rigorous but achievable. Goals are aligned to the standards as well as personal improvement. Student benchmarks should be made jointly and assessed at regular intervals to monitor learning. Daily goals are visibly posted, written down, and verbalized both by teacher and student. Students can make and post their own goals both short and long term. Goals measure a specific competency or skill. Students unpack goals and plan how to achieve the goal. Teacher develops Student Learning Objectives that are rigorous and attainable; these SLO's are communicated to the class.	
	Develop Standards-Based Unit Plans and Assessments	RISE Indicators of an Effective Teacher (Level 3) -Identify content standards for students to master in each unit -Create assessments before unit begins -Allocate the appropriate amount of time for each unit
1.3	Teacher utilizes backward design in unit planning; using student learning targets to create assessments and units based on the standards. Units are inquiry driven allowing students to learn at individual rates and make content specific discoveries. Assessments can come in a variety of forms from written test, to report, projects and fairs, etc. Rubrics are utilized to grade open-ended assessments. Teacher created assessments provide reliable data for tracking and planning purposes.	

1.4	Create Objective-Driven Lesson Plans and Assessments	RISE Indicators of an Effective Teacher (Level 3) -Identify lesson objectives aligned to content standards -Match instructional strategies and activities/assignments to lesson objectives -Design formative assessment to measure progress towards mastery and inform instruction
	Individual lessons should have a clear objective that is relevant and engages students in the content standard. Teachers need to assess student understanding of the objective throughout the course of the lesson in a variety of ways such as bell work and exit tickets, note booking, discussion and productive argument, quality questioning, etc. Questions and problems are anticipated prior to daily lesson.	
1.5	Track Students Data and Analyze Progress	RISE Indicators of an Effective Teacher (Level 3) -Record student progress data -Analyze student progress towards masters and plan accordingly -Maintain grading system aligned to learning goals
	Teacher and students will track their data. Teacher may provide students with data tracking sheet for student personal use. Teachers must create an efficient tracking system for student data that utilizes daily checks for understanding such as a bell work or exit ticket. Assessments and lessons must always be connected back to the student learning targets and the progress students are making.	

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

RISE Teacher Effectiveness Rubric		RISE Competency Summary
DOMAIN 2: EFFECTIVE INSTRUCTION Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.		
2.1	Develop Student Understanding and Mastery of Lesson Objectives	RISE Indicators of an Effective Teacher (Level 3) -Lesson objective is specific, measurable, and aligned to standards -Objective is student friendly -Explain the importance of the objective -Build lessons on students' prior knowledge -Organize lessons towards mastery of the objective
	Teachers use a process of inquiry and discovery to guide students in understanding and mastery of objectives and this isn't necessarily completed in one lesson. Objectives are student friendly and problems or questions revolve around the objective. Teacher plans deep, probing questions that challenge students but also engages prior knowledge and experiences. Through this questioning students discover the importance and relevance of the objective. Lesson is structured in a way that, instructional time is used effectively, students are writing, reading, discussing, creating, modeling, and reflecting the duration of the class.	
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	RISE Indicators of an Effective Teacher (Level 3) -Deliver factually correct content -Content is clear, concise and well-organized -Restates and rephrases instruction -Emphasizes key points -Use developmentally appropriate language -Implement relevant instructional strategies
	Teacher uses a process of discovery and inquiry to provide deeper understanding and longer acquisition of knowledge. This is done through activities, demonstrations, models, inquiry, projects, etc. Teacher demonstrates content knowledge through their line of questioning, student friendly objectives, activities chosen and their relevance to students and objectives, quality resources chosen, the teacher's ability to seamlessly guide students in the process of discovery, etc. Also, teachers should have the ability to make difficult concepts simple or accessible to all students.	
2.3	Engage students in academic content	RISE Indicators of an Effective Teacher (Level 3) -Students are actively engaged and on-task -Teacher provides multiple ways of engaging with content -Ways of engaging reflect different learning modalities -Teacher adjusts lesson to engage students -ELL and IEP students have appropriate accommodations -Students are deeply active rather than passive/receptive
	Teachers use inquiry and project-based learning. Questions are probing and higher order causing students to think before responding. Teacher has students write out thoughts, observations, and claims. Students are to engage in the content through collaboration, activities, and hands-on experiences. Students use a process of inquiry to engage in specific problems and questions. Lessons are made relevant to the student and engage them in real world problems.	

2.4	Check for Understanding	RISE Indicators of an Effective Teacher (Level 3) -Teacher checks for understanding at key moments -Teacher uses a variety of methods to check for understanding -Teacher uses wait time effectively -Teacher doesn't allow student to "opt-out" -Teacher systematically assesses every student's mastery of lesson objectives
	Checks for understanding (CFU) come in a wide variety of practices. These must be done on a daily basis and multiple times throughout a lesson. CFUs provide the teacher with immediate data to guide a lesson. Teachers should thoughtfully plan and place CFUs in a lesson. The result of the CFU should guide the teacher in a particular direction. Lessons cannot be set in stone, but must be adaptable depending on the results of the CFU. In order to achieve this, the teacher must be flexible with their planning and anticipate multiple outcomes.	
2.5	Modify Instruction As Needed	RISE Indicators of an Effective Teacher (Level 3) -Makes adjustments based on checks for understanding -Responds to misunderstandings with scaffolding techniques -Teacher doesn't give up, but continues to address misunderstanding with different techniques
	This standard is guided by the previous standard, Check for Understanding. Teachers must continually be checking for student engagement and understanding. If either is low, lessons must change. Planning is highly critical for success in this standard. Plan for multiple activities that require multiple learning modalities, anticipate difficult material and problems, keep in mind the school calendar and events, as these can affect instruction.	
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	RISE Indicators of an Effective Teacher (Level 3) -Lesson is accessible and challenging -Teacher develops high-level understanding through effective questioning -Lesson pushes students forward due to differentiation -Students have opportunities to meaningfully practice, apply, and demonstrate learning -Teacher shows patience and helps students persist even when faced with difficult tasks
	In order for students to develop a high level of understanding, students must be immersed in the content through inquiry, projects, activities, service projects, real world problems, discussions and debates. To increase depth of understanding, connections can be made across disciplines. Students should be guided to discover these connections on their own through in class instruction and work. Instruction is adequate for the level of the individual student. If the work is too rigorous, the student may not be able to achieve in that environment.	
2.7	Maximize Instructional Time	RISE Indicators of an Effective Teacher (Level 3) -Students arrive on-time -Class starts on-time -Routines, transitions, and procedures are well-executed -Students engaged for majority of class -Teacher delegates time between parts of lesson appropriately -Students are on-task and follow instructions -Disruptive behaviors are rare; when they occur they are addressed
	Teachers maximize instructional time by developing routines, procedures, and transitions that minimize downtime. A high level of classroom management, organization and planning is required to prevent downtime. This is usually described as bell to bell teaching, but should more adequately be described as bell to bell engagement.	

2.8	Create Classroom Culture of Respect and Collaboration	RISE Indicators of an Effective Teacher (Level 3) -Student are respectful of teacher and peers -Students are given opportunities to collaborate -Teacher has good rapport with students -Teacher reinforces positive character and behavior and uses consequences appropriately for negative behavior
Collaboration and respect are very important in the classroom and community. Professional work is done collaboratively with respected peers; the classroom needs to mimic this expectation. Students should be collaborating with their peers and teachers in order to develop their knowledge and understand that individuals have different perspectives. If this is developed in the classroom, students share ideas, encourage each other, participate enthusiastically, and offer assistance and support. Students will be polite and positive towards one another and maintain this even in less structured class time such as labs or group work.		
2.9	Set High Expectations for Academic Success	RISE Indicators of an Effective Teacher (Level 3) -Teacher sets high expectations -Students are invested in their work -The classroom is a safe place to take on challenges and risk failure -Teacher celebrates and praises academic work -High quality work displayed in the classroom
Setting high expectations with your students will set your classroom up for success. Students will usually live up to the expectations the teachers has for them, granted the teacher provides the necessary support. Involve students in constructing these expectations; provide students with current knowledge of where they are academically, where they need to be, and how to get there. Provide students with opportunities to succeed in order to develop an expectation of achievement and gradually make these expectations, while still obtainable, much more rigorous in order to stretch your students' abilities.		

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

RISE Teacher Effectiveness Rubric		RISE Competency Summary
DOMAIN 3: Teacher Leadership Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.		
3.1	Contribute to School Culture	RISE Indicators of an Effective Teacher (Level 3) -Contributes ideas and expertise to further schools’ mission and initiatives -Dedicate time efficiently to helping students and peers outside of class
	School culture affects everything in a school. It is the collective beliefs and behaviors that the members of the school hold. Without a defined culture by school leadership, the students will define the culture. It is vitally important for all teachers to contribute to the school culture with their ideas and leadership inside and outside the classroom. Teachers need to support the school mission and vision by providing additional help to students, collaborating with fellow teachers and school leaders, and being a part of the community.	
3.2	Collaborate with Peers	RISE Indicators of an Effective Teacher (Level 3) -Seek and participate regular opportunities to learn and work with others -Ask for assistance when needed and provide assistance to others
	Collaboration is one of the best ways to indirectly influence student learning outcomes, influence the school culture, and improve workplace satisfaction. Collaboration adds to the base knowledge that everyone has and can take place within the department or between departments. Science applies in all subject areas, and vice versa, but through collaboration all content areas can begin to understand this. Engagement in other classes can increase through the use of science, but this can only be done through collaboration and planning. Teachers will need to create innovative ways to find the time to meet.	
3.3	Seek Professional Skills and Knowledge	RISE Indicators of an Effective Teacher (Level 3) -Pursue opportunities to improve knowledge and practice -Seek out ways to implement new instructional practices -Welcome constructive feedback
	Lifelong learning is a character trait we expect of our students and should model ourselves. The teaching profession can improve greatly if all individuals are constantly seeking to acquire more knowledge and skills. The world is constantly changing, much faster than the textbooks. Teachers should understand this fact and be able to adapt and change as a result. Teachers have the ability to lead the school in this regard and must help others acquire the knowledge and skills to improve.	

	Advocate for Student Success	RISE Indicators of an Effective Teacher (Level 3) -Display commitment to the education of all students -Attempt to remedy obstacles around student achievement Advocate for individualized student needs
3.4	Teacher believes that 100% of their students can and will achieve success; and is committed to providing the individualized instruction that many students require. If the teacher believes in the student the student will begin to believe in him/herself. This requires the teacher to provide interventions and support to all students, remove obstacles, and make changes to instruction as needed. The teacher must support the student in taking risks, and the teacher should take risks as well. The teacher will teach with urgency, maintain high expectations, accept no excuses, provide support and care for the student.	
	Engage Families in Student Learning	RISE Indicators of an Effective Teacher (Level 3) -Reach out to parents proactively in a variety of ways to engage them in student learning -Respond promptly to parents -Engage in all forms of parent outreach required by the school
3.5	The student is only at the school for 7-8 hours and only in your class for a fraction of that, in order for students to learn as much as they can, education must extend to the home. The best way to do this is by engaging the family in their child's learning. If the student sees how important education is to the parents and family, they too will see the significance in their education.	

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

Instructional Technique Examples

RISE Teacher Effectiveness Rubric		Instructional Techniques Aligned to RISE: Teacher Effectiveness Rubric Competencies	
DOMAIN 1: PURPOSEFUL PLANNING Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.			
1.1	Utilize Assessment Data to Plan	RISE Indicators of an Effective Teacher (Level 3) -Uses prior assessment data for achievement goals, unit plans AND lesson plans -Incorporates differentiated instructional strategies to reach every student at his/her level of understanding.	
	Specific Techniques -Data Walls and dialogue -Computer Data Tracking Programs, i.e. excel, mCLASS, Aquity -Student Data Tracking Sheets -Teacher organizes data into graphs and charts -Using data for flexible groupings -Adjust lesson plans	-Activities are aligned to student data -Daily formative assessments (mini quizzes, exit ticket, etc.) -Pre and Post test -Thermometers indicating acquisition of a skill or competency -Different achievement goals for different skill levels	
1.2	Set <u>Ambitious</u> and Measurable Goals	RISE Indicators of an Effective Teacher (Level 3) -Develops annual achievement goal that is measurable, includes benchmarks, and is aligned to standards. Includes benchmarks to help monitor learning and inform interventions throughout the year.	
	Specific Techniques -Utilize SMART goals -Classroom activities teach students goal setting -Goals are aligned to Indiana's standards. -Communicate goals for the classroom and Student Learning Objectives	-Start with small, attainable, goals to develop momentum -Make goals and progress towards goals visible -Teacher and students track goals-Benchmarks are developed, measured and recorded frequently	
1.3	Develop Standards-Based Unit Plans and Assessments	RISE Indicators of an Effective Teacher (Level 3) -Identify content standards for students to master in each unit -Create assessments before unit begins -Allocate the appropriate amount of time for each unit	
	Specific Techniques -Use a variety of assessments (Student Response Systems, formal and informal assessments, open ended) -Units and assessments relate to real world and contextual material -Make unit plan visible: students know where they are and where they are going	-Consider pacing for a variety of learners -Allow time for re-teaching -Use frequent formative assessment	

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

1.4	Create Objective-Driven Lesson Plans and Assessments	RISE Indicators of an Effective Teacher (Level 3) -Identify lesson objectives aligned to content standards -Match instructional strategies and activities/assignments to lesson objectives -Design formative assessment to measure progress towards mastery and inform instruction
	Specific Techniques	-Backwards design: assessment, unit plan, lesson plan -Use a variety of assessments -Create student-friendly learning targets based on standards -Plan for misconceptions and problems -Assessments should mirror instruction and standards -Collaborate with colleagues for interdisciplinary units/lessons -SOP lessons for ELL students -Differentiate lesson plans for individualized learning -Place checks for understanding in lesson plans
1.5	Track Students Data and Analyze Progress	RISE Indicators of an Effective Teacher (Level 3) -Record student progress data -Analyze student progress towards masters and plan accordingly -Maintain grading system aligned to learning goals
	Specific Techniques	-Pretest or diagnostic tests -Classroom clickers (Student Response Systems) -Frequent formative assessment -Online surveys or polls -Ongoing assessment of specific skills or learning targets -Individual dry erase boards for immediate question and answer -Daily checks for understanding -Student tracking sheets -Check in/check out -Text to vote -Homework checks -Computer tracking, i.e., Excel or locally adopted software and grading systems maintained frequently

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

RISE Teacher Effectiveness Rubric		Instructional Techniques Aligned to RISE: Teacher Effectiveness Rubric Competencies	
DOMAIN 2: EFFECTIVE INSTRUCTION Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.			
2.1	Develop Student Understanding and Mastery of Lesson Objectives	RISE Indicators of an Effective Teacher (Level 3) -Lesson objective is specific, measurable, and aligned to standards -Objective is student friendly -Explain the importance of the objective -Build lessons on students' prior knowledge -Organize lessons towards mastery of the objective	
	Specific Techniques	-Create attainable objectives -Access prior knowledge -Use a hook or engaging activity -Assess objective throughout lesson -Create stop or set points to re-focus students -Have students reflect and collaborate	-Scaffold questions -Help students make connections to real world experiences -Objectives are made relevant to the student -Provide quality feedback -Lessons achieve higher levels of Blooms and deeper depth of knowledge -Re-teach
2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	RISE Indicators of an Effective Teacher (Level 3) -Deliver factually correct content -Content is clear, concise and well-organized -Restates and rephrases instruction -Emphasizes key points -Use developmentally appropriate language -Implement relevant instructional strategies -Use the language of the practicing professional	
	Specific Techniques	-Stay current in your content area and standards -Use and read journals/ articles from disciplines -Participate in content specific PD -Depth of questioning demonstrates knowledge of content -Make connections to other content areas	-Be prepared for every lesson every day -Content is made relevant to students -Clear and concise instruction -Topics made simple -Collaborate with other teachers -Use discipline specific vocabulary

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

	Engage students in academic content	RISE Indicators of an Effective Teacher (Level 3) -Students are actively engaged and on-task -Teacher provides multiple ways of engaging with content -Ways of engaging reflect different learning modalities -Teacher adjusts lesson to engage students -ELL and IEP students have appropriate accommodations -Students are deeply active rather than passive/receptive -All students are adequately challenged
2.3	Specific Techniques -Access prior knowledge -Use discrepant events -Student notebooks/journals -Engage preconceptions -Modeling -Promote meta-cognition -Student collaboration -Lessons have “hooks”	-Relevant activities -Use technology when appropriate -Provide accommodations when needed -Allow choice -Develop creative environment -Projects -Discussion -illicit participation from all students
	Check for Understanding	RISE Indicators of an Effective Teacher (Level 3) -Teacher checks for understanding at key moments -Teacher uses a variety of methods to check for understanding -Teacher uses wait time effectively -Teacher doesn’t allow student to “opt-out” -Teacher systematically assesses every student’s mastery of lesson objectives
2.4	Specific Techniques -Check-in/check-out -No opt out, all students must participate -Text to vote -Homework checks -Concept maps -Probing questions -Classroom clickers (Student Response Systems)	-Frequent formative assessment -Online surveys or polls -Ongoing assessment of specific skills or learning targets -Individual dry erase boards for immediate question and answer -Quizzes -Guided and independent practice -Pre and post testing

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

2.5	Modify Instruction As Needed	RISE Indicators of an Effective Teacher (Level 3) -Makes adjustments based on checks for understanding -Responds to misunderstandings with scaffolding techniques -Teacher doesn't give up, but continues to address misunderstanding with different techniques
	Specific Techniques -Alter lesson plans daily -After a lesson, take notes for future guidance -Develop a set of activities to use in case lesson does not go well "Teacher Toolbox"	-Differentiate units and lessons -Re-teach and allow for flexibility in schedule -Plan lessons that access multiple modalities of learning -Plan multiple activities
2.6	Develop Higher Level of Understanding through Rigorous Instruction and Work	RISE Indicators of an Effective Teacher (Level 3) -Lesson is accessible and challenging -Teacher develops high-level understanding through effective questioning -Lesson pushes students forward due to differentiation -Students have opportunities to meaningfully practice, apply, and demonstrate learning -Teacher shows patience and helps students persist even when faced with difficult tasks
	Specific Techniques -Project Based Learning -Inquiry Based Learning -Expeditionary Learning -Discussion/debates -Have students apply knowledge -Open ended tasks	-Entrepreneurial projects -Service learning -Multidisciplinary instruction and projects -Multimodal instruction -Students ask high order questions of one another -Students create a viable argument to support their solution
2.7	Maximize Instructional Time	RISE Indicators of an Effective Teacher (Level 3) -Students arrive on-time -Class starts on-time -Routines, transitions, and procedures are well-executed -Students engaged for majority of class -Teacher delegates time between parts of lesson appropriately -Students are on-task and follow instructions -Disruptive behaviors are rare; when they occur they are addressed
	Specific Techniques -Consistent routines and procedures -Practice routines and transitions as needed -Bell work/exit tickets/ lesson hooks -Differentiate lessons appropriately -Enlist student helpers -Address misbehavior effectively -Use a timer	-Create urgency through time management -Organize the classroom for accessibility -Organize classroom for learning -Set up labs and activities before class -Develop lesson resets in case students begin to get off task -Stay on task, don't be derailed by student questions

2.8	Create Classroom Culture of Respect and Collaboration	RISE Indicators of an Effective Teacher (Level 3) -Student are respectful of teacher and peers -Students are given opportunities to collaborate -Teacher has good rapport with students -Teacher reinforces positive character and behavior and uses consequences appropriately for negative behavior
	Specific Techniques -Post rules, expectations, goals -Reinforce positive behavior -Model expectations -Be consistent -Culture of no excuses -Care -Know your students and their interests	-Promote teamwork -Use team builder activities and cooperative learning -Address misbehavior and disrespect quickly and effectively -Character development programs -Meaningful consequences -Be professional and expect students to be professional -Set “tone” for differentiated classroom
2.9	Set High Expectations for Academic Success	RISE Indicators of an Effective Teacher (Level 3) -Teacher sets high expectations -Students are invested in their work -The classroom is a safe place to take on challenges and risk failure -Teacher celebrates and praises academic work -High quality work displayed in the classroom
	Specific Techniques -Teacher models high standards of success -High quality academic work is posted -Teacher does not accept excuses but offers support in ways to achieve -Risk-taking is encouraged and rewarded -Students are safe to fail but are expected to learn and adapt to that experience	-Peer to peer edits -Provide examples of expectations

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

RISE Teacher Effectiveness Rubric		Instructional Techniques Aligned to RISE: Teacher Effectiveness Rubric Competencies	
DOMAIN 3: Teacher Leadership Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.			
3.1	Contribute to School Culture	RISE Indicators of an Effective Teacher (Level 3) -Contributes ideas and expertise to further schools' mission and initiatives -Dedicate time efficiently to helping students and peers outside of class	
	Specific Techniques -Participate in school leadership roles -Provide tutoring or extracurricular activities -Collaborate with other teachers within the school -Look for ways to provide professional development -Apply for grants, for example Donors Choose -Coordinate community fairs or similar events -Create service learning opportunities -Communicate with parents and stakeholders		
3.2	Collaborate with Peers	RISE Indicators of an Effective Teacher (Level 3) -Seek and participate regular opportunities to learn and work with others -Ask for assistance when needed and provide assistance to others	
	Specific Techniques -Observe other teachers -Start PLCs if none exist, or join if they do -Participate in meetings -Meet collaboratively during lunch or afterschool -Take on a mentoring role -Participate on the Learning Connection -Start a common planning space for prep periods -Ask teachers to observe you -Create multidisciplinary units or school events -Work with others to create programs, for example character development, bullying, safety, conservation and recycling, etc. -Administrator an online learning community -Participate in PD outside of your school community Participate in professional organizations		
3.3	Seek Professional Skills and Knowledge	RISE Indicators of an Effective Teacher (Level 3) -Pursue opportunities to improve knowledge and practice -Seek out ways to implement new instructional practices -Welcome constructive feedback	
	Specific Techniques -Attend and/or lead professional development -Stay current with your content and standards -Stay current with your pedagogy -Use new technologies, practices, and resources -Collaborate with others regularly -Take college courses or courses through community learning networks -Participate in local events or programs for your discipline -Start local events or programs for your discipline -Join PLCs and professional organizations -Participate in webinars, listservs, the Learning Connection		

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

	Advocate for Student Success	RISE Indicators of an Effective Teacher (Level 3) -Display commitment to the education of all students -Attempt to remedy obstacles around student achievement Advocate for individualized student needs
3.4	Specific Techniques -Maintain and believe that all students can and will achieve -Individualize instruction -Create informal individualized education plans for students -Try new instructional techniques and projects to reach struggling students -Follow the RTI model of instruction -Look for extracurricular programs and events for students to participate -Communicate regularly with parent/guardian	RISE Indicators of an Effective Teacher (Level 3) -Attend student events, i.e. sporting, music, academic -Using the specific strengths of struggling students, provide opportunities for students to succeed -Remove obstacles to learning and provide interventions when necessary -Help students track their own progress -Allow students to participate in grading where appropriate -Provide prompt and constructive feedback
	Engage Families in Student Learning	RISE Indicators of an Effective Teacher (Level 3) -Reach out to parents proactively in a variety of ways to engage them in student learning -Respond promptly to parents -Engage in all forms of parent outreach required by the school
3.5	Specific Techniques -Frequently send newsletters, updates, emails -Start family nights, community events and fairs -Parent/ community orientations -Provide classes for families and community members -Make modifications for family needs, i.e. disabilities, language, etc. -Provide families the opportunity to participate in projects, i.e. service learning projects, community gardens, community conservation and recycling, community advocacy projects.	RISE Indicators of an Effective Teacher (Level 3) -Address parent concerns and reply to parents promptly -Maintain student grades and keep up to date -Post homework and calendar online -Make yourself available to meet with parents as needed -Use parents for career days

For information regarding RISE Indicators of a highly effective teacher please refer to the RISE Rubric

Spencer-Owen Community Schools Teacher Effectiveness Rubric

DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach students at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an <u>ambitious</u> annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Develops well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Selecting assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: - Select assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

1. Ambitious: Intended to satisfy high aspirations and therefore difficult to achieve.

1.4	Create Objective-Driven Lesson Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Selecting formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Select assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written and/or explained to students in easy- to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
Engage students in academic content	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are rarely disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content as per the students ILP and/or IEP - Students work hard and are actively engaged rather than passive/receptive (See Notes below for specific evidence of engagement) 	<ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts and encourages high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher frequently engages students who attempt to "opt-out" and cycles back to these students to check for understanding - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments. 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as	Teacher needs improvement at modifying instruction as	Teacher is ineffective at modifying instruction as
Modify Instruction As Needed	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<ul style="list-style-type: none"> - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Teacher encourages students to pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations when appropriate - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes most students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

1. Examples of types of questions that can develop higher-level understanding:

- Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
- Asking students to explain their reasoning
- Asking students to explain why they are learning something or to summarize the main idea
- Asking students to apply a new skill or concept in a different context
- Posing a question that increases the rigor of the lesson content
- Prompting students to make connections to previous material or prior knowledge

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7:	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
Maximize Instructional Time	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - Almost all students are on-task and follow instructions of teacher - Disruptive behaviors and off-task conversations are rare; When they occur, they are addressed without major interruption to the lesson 	<ul style="list-style-type: none"> - Expectation of arriving on time is clear, and students are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Periods of time when students are not engaged in meaningful work are minimal (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - If disruptive behaviors and off-task conversations occur, they are almost always addressed without major interruption to the lesson. 	<ul style="list-style-type: none"> - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - If disruptive behaviors and off-task conversations occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem. 	<ul style="list-style-type: none"> - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off- task - Disruptive behaviors and off-task conversations are common and frequently cause major interruptions to the lesson.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<ul style="list-style-type: none"> - Students demonstrate respect to their teacher and their peers and rarely act out or need to be reminded of classroom norms - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.
2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations for Academic Success	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher encourages students to participate in forming academic goals for themselves and analyzing their progress - Teacher encourages students to demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure - Teacher celebrates and praises academic work. - High quality work of all students is recognized in the classroom 	<ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, is recognized in the classroom 	<ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never recognized in the classroom

Note:

1. There are several ways for a teacher to demonstrate high expectations - through encouraging comments, higher-level questioning, appropriately rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.
2. High quality student work may include process or product.

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of instructional time yet during contracted time 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute occasional ideas and expertise to further the school's mission and initiatives <p>Teacher may not:</p> <ul style="list-style-type: none"> - Frequently dedicates time to help students and peers efficiently outside of instructional time yet during contracted time 	<p>Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.</p>
3.2 Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need when requested 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <p>Teacher may not:</p> <ul style="list-style-type: none"> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others 	<p>Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.</p>
3.3 Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well 	<p>Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>

3.4	Advocate for Student Success	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Display commitment to the education of all the students in the school - Make changes and adjusts strategies to ensure student success 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Display commitment to the education of all his/her students <p>Teacher may not:</p> <ul style="list-style-type: none"> - Advocate for students' needs 	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.</p>
3.5	Engage Families in Student Learning	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Proactively reach out to parents in a variety of ways in an effort to engage them in student learning - Respond in a timely manner to contact from parents - Engage in parent outreach required by the school 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>

Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Teacher misses more than 11 days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal	Teacher misses 11 or fewer days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)	Individual has not demonstrated a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, administrators, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, administrators, parents/guardians, and community members in a respectful manner

Speech Language Pathologists Teacher Effectiveness Rubric

Spencer-Owen Community School Corporation

SPEECH LANGUAGE PATHOLOGIST EFFECTIVENESS RUBRIC 2013-2014

DOMAIN 1: PURPOSEFUL PLANNING

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	Uses current and comprehensive Content/Specialty Area knowledge for planning	Demonstrates extensive knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	<p>Demonstrates knowledge of evidence based practice related to the teaching assignment and/or specialty area.</p> <p>Demonstrates knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning.</p> <p>Demonstrates knowledge of the socio-cultural background of students and applies this knowledge to teaching.</p> <p>Provides planning that reflects understanding of general education curriculum.</p>	Demonstrates limited knowledge of content and / or instructional practices specific to that discipline.	Demonstrates little knowledge of the content or instructional practices specific to the discipline.

Speech Language Pathologists Teacher Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.2	Gathers appropriate information prior to determining evaluation procedures	Includes all pertinent screening information into the body of evaluation report. Participates in school wide staffings.	Uses Social and Developmental histories to gather information. Utilizes academic information including RTI data. Utilizes Hearing screening information.	Makes decisions regarding evaluation procedures based solely on the information included in the referral (Pre-Conference Planning – IIEP)	Begins evaluation prior to reviewing any available data.
1.3	Chooses Appropriate Evaluation Instruments	Utilizes a variety of tools to address cultural and linguistic differences. -or- Uses an expanded and flexible battery of instruments for assessing students.	Uses tools, protocols and strategies that are the most current and evidence based. Utilizes strategies and tools that are age appropriate and related to the referral question(s). Matches academic concerns to selection of tests.	Utilizes strategies and tools that are age appropriate for the student; however, referral data was not considered when choosing an appropriate instrument.	Utilizes instruments that do not fully address the reason for the referral.
1.4	Uses Appropriate Evaluation Procedures	Supplements standardized measures with: -classroom observations -curriculum based measures -other educationally relevant measures that are aligned with academic standards.	Faithfully administers tests accurately and according to the directions outlined by the test. Scores data from standardized assessment and other sources accurately. Appropriately analyzes and interprets information from standardized assessment and other measures.	Conducts speech/language assessments with limited interpretation of results.	Conducts speech/language assessments that are inappropriate, ineffective, and / or lack interpretation.

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.5	Interprets Results and Makes Placement/Service Recommendations	Provides information to classroom teachers and includes the potential impact on classroom learning.	<p>Integrates all results from the evaluation process and develops clear diagnostic impressions.</p> <p>Collaborates with members of the Case Conference Committee to:</p> <ul style="list-style-type: none"> • Synthesize evaluation information • Determine the presence and severity of a disability • Determines Eligibility for speech and language services <p>Clearly communicates results using understandable terminology to all case conference participants.</p> <p>Provides copy of initial findings to parent at least 5 days prior to case conference.</p>	<p>Determines eligibility for students who may have a speech impairment and/or language impairment.</p> <p>Completes most evaluation(s) in time for case conference.</p>	<p>Fails to correctly interpret results of evaluation.</p> <p>Fails to meet timelines for completing evaluations.</p>

DOMAIN 2: EFFECTIVE INSTRUCTION

	Competency	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	Manages scheduling of sessions and grouping of students	Attempts to group students by age/grade level and area of need.	<p>Efficiently manages schedules to minimally interrupt general education curriculum/instruction.</p> <p>Appropriately groups students to maximize instructional time.</p> <p>Adjusts schedule as needed to meet time provisions of IEP.</p>	Schedules students to meet time provisions of IEP.	Inconsistently meets time provisions outlines in IEP for students on caseload.
2.2	Provides effective services to students	<p>Develops and implements strategies for students' successful participation in the classroom/curriculum.</p> <p>Collaborates with classroom teachers regarding strategies that can be implemented within the classroom on a regular basis in order to maximize student progress.</p> <p>Service delivery is highly differentiated, incorporates a variety of models, and is highly effective, such that students make progress in the approved curriculum.</p> <p>Differentiated instruction meets the needs of all students participating in small group therapy.</p>	<p>Prepares for intervention sessions thoroughly by:</p> <ul style="list-style-type: none"> Organizing materials Selecting/adapting material, equipment, devices to meet student needs Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals. <p>Constructs culturally, linguistically and developmentally appropriate learning activities.</p> <p>Accommodates student's unique learning styles and present levels of performance.</p> <p>Provides strategies to promote generalization of skills in a variety of settings.</p>	Provides therapy to address the common needs of the students participating in small group therapy; however, does not differentiate to address individual student needs.	<p>Provides therapy to address the needs of some of the students participating in small group therapy.</p> <p>Therapy occurs in isolation.</p>

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.3	Develops Student Understanding of Lesson Objectives	<p>Students can explain what they are learning and why it is important, beyond repeating the stated objective.</p> <p>Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</p>	<p>Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson.</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning.</p> <p>Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students.</p>	<p>SLP's explanation of the lesson may contain minor errors; some portions are clear while other portions are difficult to follow, resulting in some confusion for the student.</p>	<p>SLP's explanation of the lesson contains major errors, leaving students confused.</p>
2.4	Uses strategies that promote student engagement	<p>Integrates a variety of current therapeutic strategies gained from professional development activities</p> <p>Uses and teaches technology/AAC devices.</p>	<p>Provides lessons that progress at an appropriate pace to maintain engagement.</p> <p>Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses.</p> <p>Provides consistent feedback and provides multiple opportunities for student participation.</p>	<p>SLP varies some aspects of the lesson to facilitate student engagement. Some of the students are engaged in the learning process. SLP notices but is slow to react when students are not engaged.</p>	<p>SLP does not vary the lesson to maintain student engagement. Few of the students are consistently engaged in the lesson.</p>

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.5	Creates Culture of Respect and Collaboration	<p>Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</p> <p>Students reinforce positive character and behavior and discourage negative behavior amongst themselves.</p>	<p>Encourages collaboration and students are respectful of their SLP and peers.</p> <p>Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>Has a good rapport with students, and shows genuine interest in their thoughts and opinion.</p>	<p>Interactions between SLP and students and among students are generally appropriate and free from conflict.</p>	<p>Environment conveys a negative culture for learning, with low SLP commitment, low expectations for student achievement, and little or no student pride in work.</p> <p>Conflicts arise between students during group therapy.</p>
2.6	Implements appropriate progress monitoring procedures	<p>Includes student in review of data and monitoring own progress.</p>	<p>Collects, interprets and uses data to measure progress and drive instruction.</p> <p>Matches appropriate interventions to data.</p> <p>Modifies instruction based on frequent progress monitoring.</p> <p>Ensures that progress monitoring reports are sent home to parent with report cards.</p>	<p>Conducts progress monitoring; however, fails to consistently meet timelines in order to send home to parent with report card.</p> <p>Students track their speech and / or language progress but do not understand its implications. Student success is not recognized.</p>	<p>Fails to collect progress monitoring data in a timely manner.</p> <p>Students do not track their speech and or language progress. There is no knowledge of student success.</p>
2.7	Advocates for Student Success	<p>Displays commitment to the education of all the students in the school</p> <p>Makes changes and take risks to ensure student success.</p>	<p>Displays commitment to the education of all his/her students.</p> <p>Provides IEP information to all teachers involved with student.</p> <p>Advocate for students' individualized needs.</p> <p>Ensures that all strategies and supports needed for student success are shared and made available for teachers to use in classroom.</p>	<p>Provides IEP information to teachers; however, strategies and supports required for student to experience success are not consistently made available for teachers to use in the classroom.</p>	<p>Provides IEP information to teachers when asked.</p>

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.8	Collaborates with others to promote student success	<p>Serves as a voluntary mentor to peers / newly hired SLP's.</p> <p>SLP takes on leadership roles within collaborative groups at the school and / or district level.</p>	<p>Collaborates with other professionals in matters relevant to students on their case load. Collaboration supports student success within the school.</p> <p>Collaborates with other professionals in how to best support all students within the school setting.</p> <p>Maintains professionalism during interaction with colleagues and others.</p> <p>SLP seeks out and participates in opportunities to work with and learn from others. The SLP asks for assistance when needed and provides assistance to others in need.</p>	<p>SLP participates occasionally in opportunities to work and learn from others. SLP does not seek assistance when needed.</p> <p>Inconsistently collaborates with school personnel.</p>	<p>SLP rarely or never participates in opportunities to work with others.</p> <p>SLP works in isolation and is not a team player.</p>
2.9	Engages Families In Student Learning	<p>Strives to form relationships in which parents are given ample opportunity to participate in student learning.</p> <p>Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.</p> <p>Engages parents in ongoing dialogue about how to support their child's speech and language progress at home.</p>	<p>Proactively reaches out to parents in a variety of ways to engage them in student learning.</p> <p>Responds promptly to contact from parents.</p> <p>Engages in all forms of parent outreach required by the school.</p> <p>Initiates communication in parents preferred mode (i.e. email, telephone, written message) to ensure families are knowledgeable about their child's therapy and progress.</p> <p>Provides parents with information about how to support their child's speech and language progress at least quarterly.</p>	<p>Initiates conversation with parents, invites questions they may have; however, communication with parents occurs primarily during case conferences.</p> <p>Provides parents with information about how to support their child's speech and language progress at least annually.</p>	<p>Communicates with parents solely at the case conference.</p> <p>Rarely provides information to families about how to support their child's speech and language progress at home.</p>

Speech Language Pathologists Teacher Effectiveness Rubric

DOMAIN 3: LEADERSHIP

	Competency	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	Advances Professional Skills And Knowledge	<p>SLP actively pursues optional professional development opportunities to improve knowledge and practice.</p> <p>Regularly shares newly learned knowledge and practices with others</p> <p>Seeks out opportunities to lead professional development sessions.</p>	<p>Actively pursues opportunities to improve knowledge and practice</p> <p>Seeks out ways to implement new practices into instruction, where applicable.</p> <p>Welcomes constructive feedback to improve practices.</p>	<p>SLP attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.</p>	<p>SLP rarely or never attends professional learning opportunities.</p> <p>SLP shows little or no interest in new ideas, programs, professional readings, or classes to improve teaching or learning.</p>
3.2	Follows policies and procedures	<p>SLP complies fully with school, district, Forest Hills policies and procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7, taking a leadership role with colleagues.</p>	<p>SLP complies fully with school, district, Forest Hills policies and procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7.</p>	<p>SLP complies minimally with school, district, Forest Hills procedures, and Indiana State Board of Education Special Education Rules Title 511 Article 7 often failing to meet deadlines, submit reports.</p>	<p>SLP has a pattern of failing to follow school, district, Forest Hills policies and procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7.</p>
3.3	Fulfills all documentation/ paperwork requirements	<p>Filing is completed weekly and organized in a manner that provides for immediate accessibility.</p>	<p>Maintains files in an organized manner and ensures all IEPs and progress monitoring data are annually placed in student file.</p> <p>Complies with Forest Hills & school documentation procedures including the completion of IEPs, and completion of Medicaid claims in a timely manner.</p> <p>Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload.</p>	<p>Inconsistently completes documentation in a timely manner.</p>	<p>Does not complete documentation in a timely manner.</p>

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.4	Participates in case conferences	<p>Provides a draft IEP for parents to reference at the case conference Or Projects IEP onto screen.</p> <p>Takes the lead when necessary to keep case conference on track.</p> <p>Defuses contentious situations during the case conference.</p> <p>As chair, runs the meeting efficiently while allowing opportunity for all to participate.</p>	<p>Case Conference notices are entered appropriately into the IIEP system and provided to parent in the parent's native language or other mode of communication, early enough to ensure that one or both parents have the opportunity to attend.</p> <p>Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference.</p> <p>Case conferences are set up prior to the expiration date of IEP.</p> <p>Brings all appropriate records and documents to case conference.</p> <p>Meaningfully, understandably and efficiently participates in the case conference.</p> <p>Facilitates parent participation.</p> <p>Assists with completing the IIEP as needed.</p> <p>When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed.</p>	<p>SLP schedules case conference right before expiration of IEP, documentation exists; however, parent did not receive adequate notice and there is little or no time for rescheduling.</p> <p>SLP contributes basic information regarding the student's evaluation, reevaluation, progress toward annual goals, and strategies to promote generalization of skills.</p>	<p>SLP does not schedule case conferences in a timely manner.</p> <p>Documentation of scheduled case conferences is lacking.</p>

Speech Language Pathologists Teacher Effectiveness Rubric

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.5	Develops IEPS based on individual student needs. IEPS are completed using appropriate procedures.	<p>Volunteers to train and assist others in the use of the IIEP system.</p> <p>Volunteers to review and evaluate IIEPs.</p> <p>Provides IEPS that stand up during due process scrutiny.</p>	<p>Goals are measurable, aligned to standards, and clearly written based on present levels of performance.</p> <p>Services are aligned with goals.</p> <p>Recommended accommodations are appropriate, and their use is clearly defined.</p> <p>Notes clearly and succinctly capture relevant discussions.</p> <p>Components of the IIEP are accurately completed and the document meets the “stranger” test.</p> <p>Develops compliant transition plans for students who are entering grade 9 or become 14 years of age.</p>	<p>SLP complies minimally with Forest Hills procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7.</p> <p>Goals are aligned to standards; however, goals are not measureable.</p>	<p>SLP has a pattern of failing to follow Forest Hills procedures and Indiana State Board of Education Special Education Rules Title 511 Article 7.</p>

DOMAIN 4: CORE PROFESSIONALISM

Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance	Teacher misses more than 11 days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal	Teacher misses 11 or fewer days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal
2 On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)	Individual has not demonstrated a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)
3 Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)
4 Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, administrators, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, administrators, parents/guardians, and community members in a respectful manner

Appendix H: Spencer-Owen Community Schools School Counselor Effectiveness Rubric

School Counselor Effectiveness Rubric

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

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

School Counselors will follow the scoring percentages of the Group 3 teachers with no growth model classes.

NOTE: Domain 2 is divided into two parts:

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

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

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

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

School Counselor Effectiveness Rubric

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3A: Create Culture of Respect and Collaboration	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students are invested in their academic success as evidenced by unprompted collaboration and assistance - Students understand and exhibit positive character and behavior	- Students are respectful of their counselor - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together - Counselor may occasionally praise positive behavior	- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention - Counselor rarely or never praises positive behavior - Counselor rarely or never addresses negative behavior
Competency 2.4A: Set High Expectations for Academic Success	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Counselor sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work.	- Counselor may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Counselor may praise the work of some, but not others	- Counselor rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1B: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Laws, rules, policies and ethical standards are reviewed on an annual basis	- Professional conduct and integrity is exhibited - Ethical and legal codes are followed - Consultation and supervision are used when needed - Student interventions appear appropriate to the situation	- Professional conduct and integrity is occasionally exhibited - Ethical and legal codes are followed - Consultation and supervision are needed but not sought - Student interventions appear questionable	- Professional conduct and integrity is lacking - Ethical and legal codes are not followed - Consultation and supervision are needed but not sought - Student interventions appear questionable
Competency 2.2B: Provide counseling, guidance, consultation, crisis intervention or referral as needed	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Works well with school staff and administrators to facilitate identification of students in need of services	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral - Counselor is proficient at delivering or referring student to receive appropriate service	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is somewhat proficient at delivering or referring student to receive appropriate service	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral - Appropriateness of service is questionable - Counselor is not proficient at delivering or referring student to receive appropriate service
Competency 2.3B: Develop student understanding of safety, survival and prevention skills	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Delivers prevention training program to students	- Counselor assists students to identify safety concerns and needs, as needed - Students understand right to a safe and secure school environment - Students identify resources for peer, adult and/or community support - Prevention programming or interventions utilized as necessary	- Inconsistent in helping students identify safety concerns and needs, as needed - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions utilized inconsistently	- When needed, does not help students identify safety concerns and needs, - Students do not understand right to a safe and secure school environment - Students do not identify resources for peer, adult and/or community support - Prevention programming or interventions do not exist

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4B: Connect student learning to future plans	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Counselor utilizes resources outside of the school setting frequently	- Counselor helps students see connection between achievement and career and future success - Counselor helps student learn about interests, abilities and aptitude - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards - Students practice decision-making skills to course selection and/or career planning	- Counselor infrequently helps students see connection between achievement and career and future success - Only some students learn about interests, abilities and aptitude - Counselor provides minimal career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning	- Counselor does not help students see connection between achievement and career and future success - Students do not learn about interests, abilities and aptitude - Counselor does not provide career awareness, information, preparation or planning assistance to students - Students do not practice decision-making skills to course selection and/or career planning
Competency 2.5B: Supports students in assessment interpretation and goal-setting	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Assessment interpretation and goal-setting is systematic and well-planned	- Counselor assists students in interpreting & understanding assessment results - Counselor helps students set challenging academic goals and/or make course plans based on results - Students apply knowledge of interests and aptitudes to goal-setting	- Counselor only occasionally assists students in interpreting & understanding assessment results - Counselor helps students make course plans - Students infrequently apply knowledge of interests and aptitudes to goal-setting	- Counselor does not assist students in interpreting & understanding assessment results - Students make course plans without counselor assistance - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting

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

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

School Counselor Effectiveness Rubric

Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	
	Teacher misses more than 11 days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal	Teacher misses 11 or fewer days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal
2	On-Time Arrival	
	Individual demonstrates a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)	Individual has not demonstrated a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)
3	Policies and Procedures	
	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)
4	Respect	
	Individual demonstrates a pattern of failing to interact with students, colleagues, administrators, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, administrators, parents/guardians, and community members in a respectful manner

**Spencer-Owen Community
Schools/AISLE School Librarian
Effectiveness Rubric-**

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent. School Librarians will follow the percentages of the Group 3 teachers with no growth model classes.

SLO Options for School Librarians

Under the Indiana evaluation law (Indiana Code 20-28-11.5), which governs all certificated employee evaluations, the objective measures of student achievement must *significantly inform* the evaluation of each certificated employee.

In RISE, classroom teachers are required to set SLOs. Please note, the RISE teacher evaluation and development system was really designed to evaluate classroom teachers, and not specifically designed to evaluate other professionals in the schools who are not specifically assigned students.

SLOs were designed to be the mechanism through which objective measures of student achievement can be captured for those teachers without mandatory state assessment data coming back to them. We would encourage the use of SLOs with any certificated employee whose responsibilities include direct work with students that would impact student learning and achievement. For school librarians, you might consider setting two Targeted objectives, or utilizing the administrative SLO format described in the RISE principal evaluation documents. Those SLO formats seem to "fit" better with school librarians than the "one Class and one Targeted" SLO format.

To measure a librarian's effect on student learning, a variety of scenarios may occur:

If a librarian consistently collaborates with a classroom teacher on a project, the student learning on that project may be used as a measure of evaluation for the school librarian. If a school librarian has students assigned to him/her and are responsible for providing grades for the students, that group of students may be used for the SLO.

Regardless of which option is used, the school librarian should not focus on a contrived set of goals in order to meet the SLO. It should be a part of the regular job responsibilities of the school librarian (i.e. librarians should not be teaching a science class just to make an SLO).

Domain 1: Purposeful Planning

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

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Demonstrating knowledge of literature and current trends in library practice and information technology	<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</i></p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p><i>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</i></p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p><i>- Librarian reads journals to learn about current trends.</i></p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>
<p>Notes 1.1</p> <p>1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals.</p> <p>2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.</p>					

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

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

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

Domain 2: Effective Instruction

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

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

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

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

2.3	Engage Students in Academic Content	<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content 	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging 	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content
Notes 2.3		<ol style="list-style-type: none"> 1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity. 3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities. 4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality. 			

2.4	<p>Check for Understanding</p>	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking 	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson
<p>Notes 2.4</p> <ol style="list-style-type: none"> 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: <ul style="list-style-type: none"> • Checks for Understanding: thumbs up/down, cold-calling, Do Nows, Bell Ringers, Turn and Talk, Pair Share • Guided or Independent Practice • Exit Slips 					

2.5	Modify Instruction as Needed	<p>School librarian is highly effective at modifying instruction as needed.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> - Librarian anticipates student misunderstandings and preemptively addresses them - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> - Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding
2.6	Maximize Instructional Time	<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <ul style="list-style-type: none"> - All students are on-task and follow instructions of Librarian without much prompting 	<p>School librarian is effective at maximizing instructional time.</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are well- executed. - Almost all students are on-task and follow instructions of librarian without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson 	<p>School librarian needs improvement at maximizing instructional time.</p> <ul style="list-style-type: none"> - Routines, transitions, and procedures are in place. - Significant prompting from the librarian is necessary for students to follow instructions and remain on- task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem 	<p>School librarian is ineffective at maximizing instructional time.</p> <ul style="list-style-type: none"> - There are few or no evident routines or procedures in place. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time

2.7	Assisting students in the use of technology in the Media Center	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
<p>Notes 2.7</p> <ol style="list-style-type: none"> 1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students. 					
2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.
2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: Leadership

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

		Level of Performance			
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
<p>Notes 3.1</p> <ol style="list-style-type: none"> An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life. 					
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
<p>Notes 3.2</p> <ol style="list-style-type: none"> The main purpose of collaboration with peers is to support the curriculum. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty. 					
3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

3.4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	Preparing and submitting reports and budgets	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	Participating in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
<p>Notes 3.8</p> <p>1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.</p>					

Domain 4: Core Professionalism

Core Professionalism Rubric

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

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Teacher misses more than 11 days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal	Teacher misses 11 or fewer days excluding bereavement, jury duty, FMLA days, and professional development days approved by building principal
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)	Individual has not demonstrated a pattern of unexcused late arrivals (a late arrival is defined as arriving after the time specified in the teacher handbook)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, timely attendance to school meetings, etc)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, administrators, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, administrators, parents/guardians, and community members in a respectful manner



Spencer-Owen RISE Principal Effectiveness Rubric

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Overview

The SOCS RISE Principal Effectiveness Rubric follows the RISE Model with the exception of the following scoring metrics:

- SLO-Changed from 20% to 5%
- A-F Grade-Changed from 30% to 10%

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

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

Who developed the Principal Effectiveness Rubric?

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

What research and evidence support the Principal Effectiveness Rubric?

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

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

- Todd Whitaker's *What Great Principals Do Differently*
How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

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

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

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

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

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

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

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

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

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

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

principals are dismissed.

Domain 1: Teacher Effectiveness

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

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

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

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

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

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

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

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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; Revisiting the use and design of teacher and school-wide tracking tools. 	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; Working with teachers only occasionally throughout the year to measure progress towards goals; Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	<p>Principal does not support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	Rigorous Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Ensuring teachers' SLOs define desired outcomes; Ensuring assessments used correspond to the appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student data is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Assessing baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing for outcomes to be benchmarked to less than typical growth; Failing to assess baseline knowledge of students; Failing to select assessments that are appropriately aligned to content standards.

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

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	Professionalism	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	<p>Principal displays professionalism by:</p> <ul style="list-style-type: none"> – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. 	<p>Principal supports professionalism by:</p> <ul style="list-style-type: none"> – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	<p>Principal does not support professionalism by:</p> <ul style="list-style-type: none"> – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized; 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;

2.1.3	Using feedback to improve student performance	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.
2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

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

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

Principal Summative Rating Form

PRINCIPAL: **Sample Principal**

SUMMATIVE EVALUATOR:

SCHOOL:

DATE:

Professional Practice

The final, principal effectiveness rubric rating is calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations and other sources of information.
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 in Teacher Effectiveness, and Leadership.
4. Average the two domains into one Final Rubric/Professional Practice score.

Domain 1: Principal Effectiveness	Competency	Final Assessment of Domain 1
1.1 Human Capital Manager	3	
1.2 Instructional Leadership	3	
1.3 Leading Indicators of Student Learning	3	
Domain 1 Average Rating	3.00	
Domain 1 Final Rating	3	4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective

Domain 2: Leadership Actions	Competency	Final Assessment of Domain 2
2.1 Personal Behavior	3	
2.2 Building Relationships	3	
2.3 Culture of Achievement	3	
Domain 2 Average Rating	3.00	
Domain 2 Final Rating	3	4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective

Domains 1-2 Weighted Scores	Rating (1-4)	x	Weight	Weighted
Domain 1 – Teacher Effectiveness (50% of Rubric)	3	x	50%	1.5
Domain 2 - Leadership Actions (50% of Rubric)	3	x	50%	1.5
Final Professional Practice/Rubric Score:				3.0

4 = Highly Effective, 3.5 or 3 = Effective, 2.5 or 2 = Improvement Necessary, 1.5 or 1 = Ineffective

Student Learning

The Student Learning Objectives are determined and evaluated using the following five-step process:

1. Review data, district goals, and school goals.
2. Determine appropriate measures.
3. Write Administrative Student Learning Objectives.
4. Track progress and refine strategies.
5. Review results and score.

The guidelines for Administrative Student Learning Objectives are as follows:

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

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.

<i>Two Student Learning Objectives</i>	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Principal has exceeded both goals.	Principal has met both goals, and may have exceeded in one.	Principal has met only one goal.	Principal did not meet either goal.
Student Learning Objective Rating:				3

Final Summative Rating

Measure	Rating(1-4)	Weights	Weighted Rating
Final Principal Effectiveness Rubric Score	3	85%	2.55
Administrative Student Learning Objectives	3	5%	0.15
School-wide Learning Measure (A-F School Accountability Rating: A=4, B=3, C=2, D or F=1)	4	10%	.4
Final Summative Evaluation Score:			3.1

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.75	2.5	3.5 4.0



SOCS/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 domains:

Domain 1: Core Teacher Effectiveness

Domain 2: Core Leadership Actions

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

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.

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:

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: <ul style="list-style-type: none"> – Catalyzes commitment to and vigorous pursuit of the school’s vision & mission 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Provides the student management and/or instructional support necessary to develop and retain effective early career teachers 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 follows up to ensure feedback is implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 follows up to ensure action plans are implemented with fidelity 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.4 Professional Development					
1.4.1	Addresses teachers rated ineffective or improvement necessary	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Proactively assists teachers with achieving the goals outlined in the teacher’s remediation plan 	The assistant principal: <ul style="list-style-type: none"> – Assists the principal with the development of a remediation plan for teachers that <ul style="list-style-type: none"> o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance – Provides tools and the assistance/coaching necessary to improve performance – Where appropriate, recommends termination of underperforming teachers using performance-based evidence 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
1.4.2	Assists the principal with talent & leadership development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success 	The assistant principal: <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> Instills the daily habits necessary to create a culture of excellence Is unwavering in maintaining high expectations for everyone 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning Inconsistently engages established parents 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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	Supports the development and implementation of rigorous student learning objectives	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs 	The assistant principal: <ul style="list-style-type: none"> – Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards – Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary 	The assistant principal: <ul style="list-style-type: none"> – Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. – Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies 	The assistant principal: <ul style="list-style-type: none"> – Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.3.3	Implements and monitors instructional technology	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Successfully promotes the use of instructional technology that drives greater levels of student achievement 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Institutes operational procedures designed and managed to maximize opportunities for successful student learning 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices 	The assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Rarely uses data to evaluate effectiveness of interventions
2.4.3	Enhances a positive school culture	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – Inconsistently implements the student code of conduct – Allows irresponsible student behavior

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

Assistant Principal Summative Rating Form

PRINCIPAL: **Sample Assistant Principal**

SUMMATIVE EVALUATOR:

SCHOOL:

DATE:

Professional Practice

The final, principal effectiveness rubric rating is calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations and other sources of information.
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 in Teacher Effectiveness, and Leadership.
4. Average the two domains into one Final Rubric/Professional Practice score.

Domain 1: Teacher Effectiveness	Competency	Final Assessment of Domain 1
1.1 Mission & Vision	3	
1.2 Human Capital Manager	3	
1.3 Talent Review	3	
1.4 Professional Development	3	
Domain 1 Average Rating	3.00	
Domain 1 Final Rating	3	4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective

Domain 2: Leadership Actions	Competency	Final Assessment of Domain 2
2.1 Professional Leadership	3	
2.2 School Leadership	3	
2.3 Curriculum & Instructional Leadership	3	
2.4 Student Culture, Management, & Support Services	2	
Domain 2 Average Rating	3.00	
Domain 2 Final Rating	3	4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective

Domains 1-2 Weighted Scores	Rating (1-4)	x	Weight	Weighted
Domain 1 – Teacher Effectiveness (50% of Rubric)	3	x	50%	1.5
Domain 2 - Leadership Actions (50% of Rubric)	3	x	50%	1.5
Final Professional Practice/Rubric Score:				3.0

4 = Highly Effective, 3.5 or 3 = Effective, 2.5 or 2 = Improvement Necessary, 1.5 or 1 = Ineffective

Student Learning

The Student Learning Objectives are determined and evaluated using the following five-step process:

1. Review data, district goals, and school goals.
2. Determine appropriate measures.
3. Write Administrative Student Learning Objectives.
4. Track progress and refine strategies.
5. Review results and score.

The guidelines for Administrative Student Learning Objectives are as follows:

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

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.

Two Student Learning Objectives	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Assistant Principal has exceeded both goals.	Assistant Principal has met both goals, and may have exceeded in one.	Assistant Principal has met only one goal.	Assistant Principal did not meet either goal.
Student Learning Objective Rating:				3

Final Summative Rating

Measure	Rating(1-4)	Weights	Weighted Rating
Final Principal Effectiveness Rubric Score	3	85%	2.55
Administrative Student Learning Objectives	3	5%	0.15
School-wide Learning Measure (A-F School Accountability Rating: A=4, B=3, C=2, D or F=1)	4	10%	0.4
Final Summative Evaluation Score:			3.1

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0	1.75	2.5	3.5
			4.0

Spencer-Owen Community Schools Curriculum Director Effectiveness Rubric

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Overview

The SOCS RISE Curriculum Director Effectiveness Rubric follows the same scoring metrics as the SOCS RISE Principal Model.

Overview

What is the purpose of the Curriculum Director Effectiveness Rubric? The Curriculum Director 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 Curriculum Director effectiveness and ensure the equitable distribution of great leaders across the state.

To Provide Clear Expectations for Curriculum Directors: The rubric defines and prioritizes the actions that effective Curriculum Directors 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.

How is the Curriculum Effectiveness Rubric organized?

The rubric is divided into two required domains

Domain 1: Core Teacher Effectiveness

Domain 2: Core Leadership Actions

Discrete competencies within each domain target specific areas that effective Curriculum Directors must focus upon.

Domain 1: Teacher Effectiveness

Research supports that teacher quality is the most important in-school factor relating to student achievement. Curriculum Directors drive teacher effectiveness through (1) their role as a human capital manager, (2) by providing instructional leadership, and (3) by supporting the leading indicators of student learning. Ultimately, curriculum directors 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	<p>The curriculum director creates a professional development system for school leaders based on proficiencies and needs</p> <p>The curriculum director has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs</p> <p>The curriculum director uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators</p>	<p>The curriculum director is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual administrator needs</p>
1.1.2	<p>The curriculum director identifies and mentors emerging leaders to assume key leadership responsibilities</p> <p>The curriculum director has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities</p>	<p>The curriculum director 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</p>	<p>The curriculum director has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role</p>	<p>There is no evidence of effort to develop any leadership skills in others</p> <p>Persons under the curriculum director’s direction are unable or unwilling to assume added responsibilities</p>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	The curriculum director provides evidence of delegation and trust in subordinate leaders	<p>Employees throughout the corporation are empowered in formal and informal ways</p> <p>Where applicable and appropriate, the 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</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business</p>	The curriculum director sometimes delegates, but also maintains decision-making authority that could be delegated to others	The curriculum director does not afford subordinates the opportunity or support to develop or to exercise independent judgment
1.1.4	The curriculum director provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance	<p>The curriculum director uses a variety of creative ways to provide positive and corrective feedback to the administrative team</p> <p>The curriculum director balances individual recognition with team and corporation-wide recognition</p> <p>Corrective and positive feedback is linked to corporation goals and both the curriculum director and administrative team can cite examples of where feedback is used to improve individual and corporation performance</p>	The curriculum director 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 curriculum director 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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1	Mission and vision <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</p>	Principal supports a school-wide instructional vision and/or mission by: 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	The curriculum director demonstrates the use of student achievement data to make instructional leadership decisions. <p>The curriculum director can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis</p> <p>The curriculum director has coached school administrators to improve their data analysis skills</p>	<p>The curriculum director uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data</p> <p>The curriculum director systematically examines data at the subscale level to find strengths and challenges</p> <p>The curriculum director empowers teaching and administrative staff to determine priorities from data</p>	<p>The curriculum director is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data</p>	<p>The curriculum director is unaware of or indifferent to the data</p>

			Data insights are regularly the subject of faculty meetings and professional development sessions		
1.2.3	The curriculum director demonstrates evidence of student improvement through student achievement results	<p>A consistent record of improved student achievement exists on multiple indicators of student success</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students</p> <p>Explicit use of previous data indicates that the curriculum director has focused on improving performance. In areas of previous success, the curriculum director aggressively identifies new challenges, moving proficient performance to the exemplary level</p> <p>Where new challenges emerge, the curriculum director highlights the need, creates effective interventions, and reports improved results</p>	<p>The curriculum director reaches the targeted performance goals for student achievement</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals</p>	<p>Indifferent to the data, the curriculum director blames students, families, and external characteristics</p> <p>The curriculum director does not believe that student achievement can improve</p> <p>The curriculum director has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement</p>
1.2.4	The curriculum director actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement	<p>The curriculum director has a very open and support seeking attitude towards all key stakeholders in the school corporation in regards to matters related to the improvement in student achievement</p> <p>The curriculum director regularly surveys staff and other school community groups in this area regarding their views</p>	<p>The curriculum director frequently seeks input from various key stakeholders in matters related to the improvement in student achievement</p>	<p>The curriculum director rarely seeks and solicits feedback in matters related to the improvement in student achievement</p>	<p>The curriculum director is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement</p>

1.2.5	The curriculum director employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices	<p>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</p> <p>The curriculum director can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis</p> <p>A variety of data sources, including qualitative and quantitative, are used</p> <p>Data sources include state, corporation, school, and classroom assessments</p>	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	<p>Data is rarely used for decisions</p> <p>The predominant decision making methodology is mandated from the curriculum director or based on what is popular</p>
1.2.6	The curriculum director demonstrates compliance with legal requirements	The curriculum director demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements	The curriculum director demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements	The curriculum director is not respectful of legal standards and/or board policy requirements	The curriculum director is unaware of the legal standards and board policy requirements
1.2.7	Academic rigor	Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	<p>Creating academic goals that are nearing the rigor required to meet the department's academic goals;</p> <p>Creating academic goals but occasionally deviates from these goals in the face of adversity.</p>	<p>Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</p> <p>Consistently sets and abandons ambitious academic goals.</p>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	The curriculum director ensures that all students have full and equitable access to educational programs, curricula, and available supports	The curriculum director establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic needs	The curriculum director establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic needs	The curriculum director establishes general expectations and resources are limited to students who are struggling academically	The curriculum director does not set expectations and resources are not allocated on the basis of any identified needs of students
1.3.2	Rigorous Student Learning Objectives	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Ensuring that rigorous SLOs are used 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 administration regularly meeting to talk about data and instructional practice.	Curriculum Director supports 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.	Curriculum Director supports rigor in SLOs by: Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Allowing the assessment of baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for corporation assessments that may not be appropriately aligned to state content standards.	Curriculum Director does not support rigor in SLOs by: Allowing for outcomes to be benchmarked to less than typical growth; Allowing the failure of assessment of baseline knowledge of students; Failing to select corporation assessments that are appropriately aligned to content standards.
1.3.3	Instructional time	At Level 4, a curriculum director fulfills the criteria for Level 3 and additionally: Systematically monitors the use of instructional time within schools, and supporting administrators in the creation of innovative opportunities for increased and/or enhanced instructional time.	Curriculum Director supports instructional time by: Promoting the sanctity of instructional time; Ensuring instructional time is maximized in the service of student learning and achievement, and free from distractions.	Curriculum Director 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.	Curriculum Director <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

Highly Effective Curriculum Directors 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 corporation; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a *culture of achievement* aligned to the corporation’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 curriculum director 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	Curriculum Director 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.	Curriculum Director 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.	Curriculum Director does not support professionalism by: Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	At Level 4, a curriculum director 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	Curriculum Director 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.	Curriculum Director 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.	Curriculum Director manages time ineffectively by: Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement
2.1.3	The curriculum director models professional, ethical, and respectful behavior at all times and expects the same behavior from others	The curriculum director 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 curriculum director has displayed appropriate and professional responses to members of the school community	Occasionally, the curriculum director has not responded to school community members with acceptable levels of professionalism	The curriculum director does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community

2.1.4	Initiative and persistence	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
2.1.5	The curriculum director organizes time and projects for effective leadership	<p>Personal organization allows the curriculum director to consider innovations and be available to engage in leadership activities and collaborate with people at all levels</p> <p>The curriculum director applies project management to systems thinking throughout the organization</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the curriculum director</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated</p> <p>The impact of changes is rarely documented</p>	<p>Project management is haphazard or Absent</p> <p>There is little or no evidence of lists of milestones and deadlines</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 Building Relationships					
2.2.1	The curriculum director understands their role in engaging the public in controversial issues	<p>The curriculum director consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner</p> <p>The curriculum director consistently encourages open dialogue, considers diverse points of view</p>	<p>The curriculum director employs a non- confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner</p> <p>The curriculum director frequently encourages open dialogue, and considers diverse points of view</p>	<p>The curriculum director employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success</p>	<p>The curriculum director does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful</p>
2.2.2	Communication	<p>At Level 4, a curriculum director 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.</p>	<p>Curriculum Director 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.</p>	<p>Curriculum Director 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.</p>	<p>Curriculum Director <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.</p>

2.2.3	Forging consensus for change and improvement throughout the school corporation	<p>The curriculum director uses effective strategies to achieve a consensus for change and improvement</p> <p>Guides others through change and addresses resistance to that change</p> <p>Systemically monitors, implements and sustains the success of strategies for change</p>	<p>The curriculum director uses effective strategies to work toward a consensus for change and improvement</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement</p>	<p>The curriculum director occasionally identifies areas where consensus is necessary</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation</p>	<p>The curriculum director fails to forge consensus for change</p> <p>Fails to identify areas in which agreement and/or consensus is necessary</p> <p>Rarely or never directs or develops a process for change and/or improvement</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions</p>
2.2.4	The curriculum director keeps the school board informed on issues, needs, and the overall operations of the school corporation	<p>The curriculum director communicates with all school members routinely, using a variety of mechanisms, such as memos, activity reports, up-dates, and telephone calls</p>	<p>The curriculum director communicates with all school board members periodically</p>	<p>The curriculum director communicates with selected school board members when needed</p>	<p>The curriculum director has little communication with the school board outside of meetings</p>
2.2.5	The curriculum director provides the superintendent and school board with applicable information and background material before each board meeting	<p>The curriculum director supports the superintendent in the development of an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision</p>	<p>The curriculum director supports the superintendent in the development of an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision</p>	<p>The curriculum director supports the superintendent in the development of an agenda that occasionally includes items related to student achievement and provides limited background material</p>	<p>The curriculum director supports the superintendent in the development of an agenda that focuses only on operational matters and provides insufficient background material</p>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.3 Culture of Achievement					
2.3.1	The curriculum director empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning	The curriculum director 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 curriculum director 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 curriculum director requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses 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 curriculum director does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses The curriculum director 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
2.3.2	The curriculum director establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement	The curriculum director regularly reports on the progress of rigorous academic goals and established corporation academic priorities The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the curriculum director and administration	The curriculum director 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 curriculum director 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 curriculum director
2.3.3	Data usage in teams	At Level 4, a curriculum director 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.	Curriculum Director 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.	Curriculum Director 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.	Curriculum Director does not utilize data by: Rarely or never organizing efforts to analyze data; Rarely or never applying data analysis to develop action plans.

2.3.4	The curriculum director demonstrates personal proficiency in technology implementation and utilization	The curriculum director serves as a model for technology implementation	The curriculum director utilizes technology within his/her daily responsibilities	The curriculum director takes the initiative to learn new technology but rarely becomes proficient in its use	There is little or no evidence of the curriculum director taking a personal initiative to learn new technology
2.3.5	The curriculum director is an example of responsible fiscal stewardship	<p>The curriculum director regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities</p> <p>The curriculum director has established processes to increase fiscal resources in order to better support efforts toward student learning, e.g., grants, donations, and community resources</p>	The curriculum director leverages knowledge of the budgeting process categories, and funding sources to maximize all available dollars to achieve strategic priorities	The curriculum director lacks proficiency in using budget to focus resources on strategic priorities	The curriculum director has little proficiency in sound budgetary practices

Curriculum Director Summative Rating Form

Curriculum Director:

SUMMATIVE EVALUATOR:

SCHOOL:

DATE:

Teacher Effectiveness

The final, principal effectiveness rubric rating is calculated by the evaluator in a four step process:

1. Compile ratings and notes from observations and other sources of information.
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 in Teacher Effectiveness, and Leadership.
4. Average the two domains into one Final Rubric/Professional Practice score.

Domain 1: Teacher Effectiveness	Competency	Final Assessment of Domain 1
1.1 Human Capital Manager	3	
1.2 Instructional Leadership	3	
1.3 Leading Indicators of Student Learning	3	
Domain 1 Average Rating	3.00	
Domain 1 Final Rating	3	4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective

Domain 2: Leadership Actions	Competency	Final Assessment of Domain 2
2.1 Personal Behavior	3	
2.2 Building Relationships	3	
2.3 Culture of Achievement	3	
Domain 2 Average Rating	3.00	
Domain 2 Final Rating	3	4 – Highly Effective, 3 – Effective, 2 - Impr. Necessary, 1 – Ineffective

Domains 1-2 Weighted Scores	Rating (1-4)	x	Weight	Weighted
Domain 1 – Teacher Effectiveness (50% of Rubric)	3	x	50%	1.5
Domain 2 - Leadership Actions (50% of Rubric)	3	x	50%	1.5
Final Professional Practice/Rubric Score:				3.0

4 = Highly Effective, 3.5 or 3 = Effective, 2.5 or 2 = Improvement Necessary, 1.5 or 1 = Ineffective

Student Learning

The Student Learning Objectives are determined and evaluated using the following five-step process:

1. Review data, district goals, and school goals.
2. Determine appropriate measures.
3. Write Administrative Student Learning Objectives.
4. Track progress and refine strategies.
5. Review results and score.

The guidelines for Administrative Student Learning Objectives are as follows:

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

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.

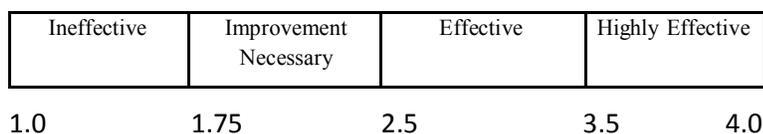
Non-examples

- 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.

Two Student Learning Objectives	Highly Effective (4)	Effective (3)	Improvement	Ineffective (1)
	Curric. Dir. has exceeded both goals.	Curric. Dir. has met both goals, and may have exceeded in one.	Curric. Dir. has met only one goal.	Curric. Dir. did not meet either goal.
Student Learning Objective Rating:				3

Final Summative Rating

Measure	Rating(1-4)	Weights	Weighted Rating
Final Principal Effectiveness Rubric Score	3	85%	2.55
Administrative Student Learning Objectives	3	5%	0.15
School-wide Learning Measure (A-F School Accountability Rating: A=4, B=3, C=2, D or F=1)	4	10%	0.4
Final Summative Evaluation Score:			3.1



Appendix M-Superintendent Rubric and Scoring Guide

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent routinely considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2	The superintendent creates a professional development system for school leaders based on strengths and needs.	<p>The superintendent has in place a system of professional development that is based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to provide professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.</p>
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p> <p>Administrators throughout the corporation refer to the superintendent as a mentor.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.</p>	<p>The superintendent has provided some training to an emerging school leader.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	The superintendent provides evidence of delegation and trust in subordinate leaders.	<p>Employees throughout the corporation are empowered to do their jobs.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.</p>
1.5	The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Informal and formal positive feedback is linked to corporation goals.</p>	<p>The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.</p>	<p>The superintendent provides the minimum required formal feedback to the administrative team.</p> <p>Informal feedback is occasionally provided.</p>	<p>The superintendent provides no informal or formal feedback to the administrative team.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.					
2.1	The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.</p>	<p>The superintendent does not utilize data to make decisions.</p>
2.2	The superintendent demonstrates evidence of student improvement through student achievement results.	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	<p>Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.</p>	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

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 effective organizational leadership.					
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 and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.</p>	<p>The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>

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 organizational results.					
4.1	<p>The superintendent actively engages in communication with parents and community.</p>	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<p>The superintendent forges consensus for change and improvement throughout the school corporation.</p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.</p>	<p>The superintendent fails to resolve conflicts or forge consensus within the school community.</p>
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	<p>The superintendent communicates with all school members routinely, using a variety of methods.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members only on an emergency basis.</p>	<p>The superintendent has minimal communication with the school board outside of meetings.</p>
4.5	The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members.</p>	<p>The superintendent rarely seeks input from the school board and makes decisions unilaterally.</p>
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.					
5.1	<p>The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.</p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data. .</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance. .</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data..</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2	<p>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation’s programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>

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 support systems.	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 not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate 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	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	<p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
6.3	<p>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation’s physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p>	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation’s physical plant, equipment, and auxiliary services.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	The superintendent provides responsible fiscal stewardship.	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	<p>The superintendent does not demonstrate sound, fiscal stewardship.</p>
6.5	The superintendent demonstrates compliance with legal requirements.	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.</p>	<p>The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.</p>	<p>The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.</p>

