

Cowan Community School Corporation Evaluation Plan Overview 2023-2024

Metrics

Cowan Community Schools began evaluating all certified staff members annually in the 2012-2013 school year. For the 2023-2024 school year, certified staff members will be evaluated based upon the instruments mentioned below. The supporting documents, or links to the supporting documents, can be found in this plan.

Superintendent – The superintendent will be evaluated with the instrument developed by ISBA/IAPSS in conjunction with Dennis Brooks of the Indiana Department of Education.

Principals/Assistant Principals/Athletic Director – The principals and assistant principals will be evaluated using the RISE/Cowan Rise models listed below.

Teachers – Teachers will be evaluated using the Cowan Teacher RISE model 2.0.

Counselors – Certified counselors will be evaluated using the School Counselor Evaluation rubric developed in conjunction with Fleck Education.

Media Center Specialist – Our media center specialist will be evaluated using the instrument developed with AISLE (Association of Indiana School Library Educators). School-Wide Learning ratings and goals will be factored into the summative rating.

Technology Integration Coach – Technology Integration Coach – Our Technology Integration Coach will be evaluated using the instrument below that was collaboratively developed after researching various models used by school systems from across the state.

Negative Impact

A teacher whose final rating is ineffective is considered to have a negative impact on student growth. Because negative impact on student learning is already defined locally as receiving an ineffective final rating, no additional provisions on final ratings are necessary. Any teacher trending toward an ineffective rating during the school year will work with their primary evaluator and will be placed on a performance improvement plan personalized to their specific growth needs. Actionable goals will be created with an administrator and may include targeted professional development/continuing education opportunities that can be used for license renewal. The teacher must demonstrate growth in relation to the targeted improvement plan by the end of the next evaluation cycle. By requiring teachers to improve beyond an ineffective rating within one year, our goal is that no student will be instructed by an ineffective teacher for two consecutive years.

Evaluators

Only trained personnel will be allowed to evaluate certified staff members. Evaluators will be supported with ongoing professional development to incorporate new best practices into the evaluation process. Information on the evaluators and the training are listed below.

Superintendent – The superintendent will be evaluated by the school board.

Principals – The building principals will be evaluated by the superintendent. The superintendent attended all RISE teacher trainings and has completed the RISE Principal training. Assistant principals will be evaluated by building principals.

Teachers, Counselors, Media Specialist, Technology Integration Coach – The building administrators, along with the Director of Teacher Effectiveness, will be evaluating these staff members. All evaluators have been trained on the RISE rubric by the IDOE in partnership with the East Central Indiana Service Center or by a trained Cowan administrator.

Feedback and Remediation Plans

Teachers, Counselors, Media Specialists, and Technology Integration Coach:

Cowan Community Schools Corporation is utilizing PIVOT Software to simplify the version electronically. After short observations, staff will be notified to review the observation notes available through their secure login to the software. This notification will be available within 48 hours of the observation. After each long observation, staff will be given feedback through PIVOT within 5 days of the observation. A follow-up meeting between the staff member and evaluator will be scheduled to discuss the long observation notes. Final summative ratings will be shared before the conclusion of the school year for each individual staff member.

Administrators:

Conversations will take place throughout the school year providing feedback on performance. Any concerns will be addressed during these conversations. Final summative ratings will be shared before the conclusion of the school year for each individual administrator.

Along the way in this process, the evaluator may find it necessary or helpful to develop a Remediation Plan. The remediation plan will be required for staff members trending toward a final summative rating of Improvement Necessary or Ineffective. Professional development hours can be used for license renewal.

Any staff member receiving a rating of Ineffective or Improvement Necessary shall be granted a meeting with the superintendent should they so request. The request can be made in person or in writing. The school district will use any means practical to avoid a student being instructed by a teacher for two consecutive years that has been evaluated as Ineffective. The superintendent will work with both buildings to estimate which teachers may receive such a rating. The schedule will be rebuilt to avoid the possibility whenever practical. Should the district ever have a student instructed by consecutive teachers rated as Ineffective, the student's parents will be notified in writing.

Evaluation Review and Updates

The evaluation plan is updated annually by the administration, if necessary. This review occurs in the spring to prepare for the upcoming school year. If any changes are suggested, the changes are discussed with the teacher association. After discussion with the teacher association, changes are reported to the school board during a public meeting. Changes for the year are reviewed with all staff annually at the opening day meeting each school year. For the 22-23 school year, it was decided to eliminate SLOs for all evaluations except for the superintendent. This change was

approved by the Cowan Teachers Association and approved by the school board during a public meeting.

Appendices

The following appendices contain rubrics and documentation for each area of our certificated staff:

Superintendent: A1-A13

Principal: B1-B12

Assistant Principal: C1-C14

Assistant Principal/Athletic Director: D1-D18

Teachers: E1-E30

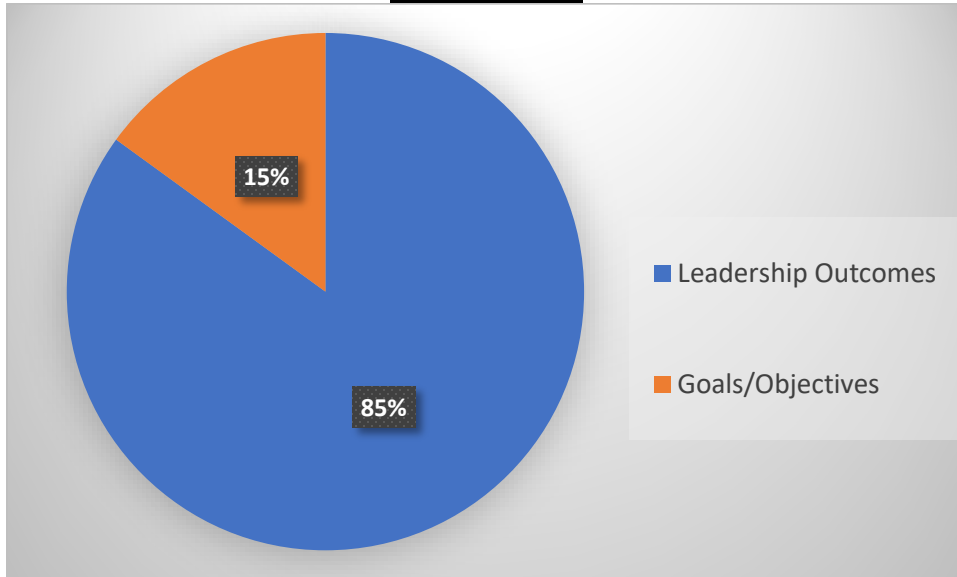
Counselors: F1-F8

Librarian/Media Specialist: G1-G18

Technology Integration Coach: H1-H7

Cowan Superintendent Evaluation

Metrics



Leadership Outcomes (85%)

This score is obtained from the evaluation rating provided by the school board on each of the competencies contained within the ISBA/IAPSS Superintendent Evaluation Rubric. After reviewing all information, the school board will collectively assess where the superintendent falls within each indicator contained in the six competencies on the rubric. Board members will be allowed to assign half points on any indicator level if desired. The mean score will be calculated for each of the six competencies. Using professional judgement the school board members will collectively establish a final rating for the entire leadership rubric, resulting in one overall score.

Goal/Objectives (15%)

This is an opportunity for the superintendent to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance

The guidelines for Superintendent Goals/Objectives are as follows:

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

Goals/Objectives Scoring

Expectation	Category	Points
Substantially meets both goals	Highly Effective (HE)	4
Meets both goals	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

Final Rating Calculation

Sample

	Raw Score	X	Weight	=	Score
Evaluation Rubric	3		0.85		2.55
Goals/Objective Rating	4		0.15		0.6
			Final Rating		3.15

Final Rating Scale

	Categories			
	Ineffective	Improvement Necessary	Effective	Highly Effective
Final Rating	1.0	1.75	2.5	3.5

Note: Borderline scores always round up

Superintendent Rubric

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 non certified, 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	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions 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	<p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each 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 a 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 have 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	The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	<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.	<p>The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.</p>	<p>The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.</p>	<p>The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.</p>
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	<p>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.</p>	<p>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.</p>	<p>The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.</p>	<p>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.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>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	The superintendent demonstrates personal proficiency in technology implementation and utilization.	<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	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff are 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>

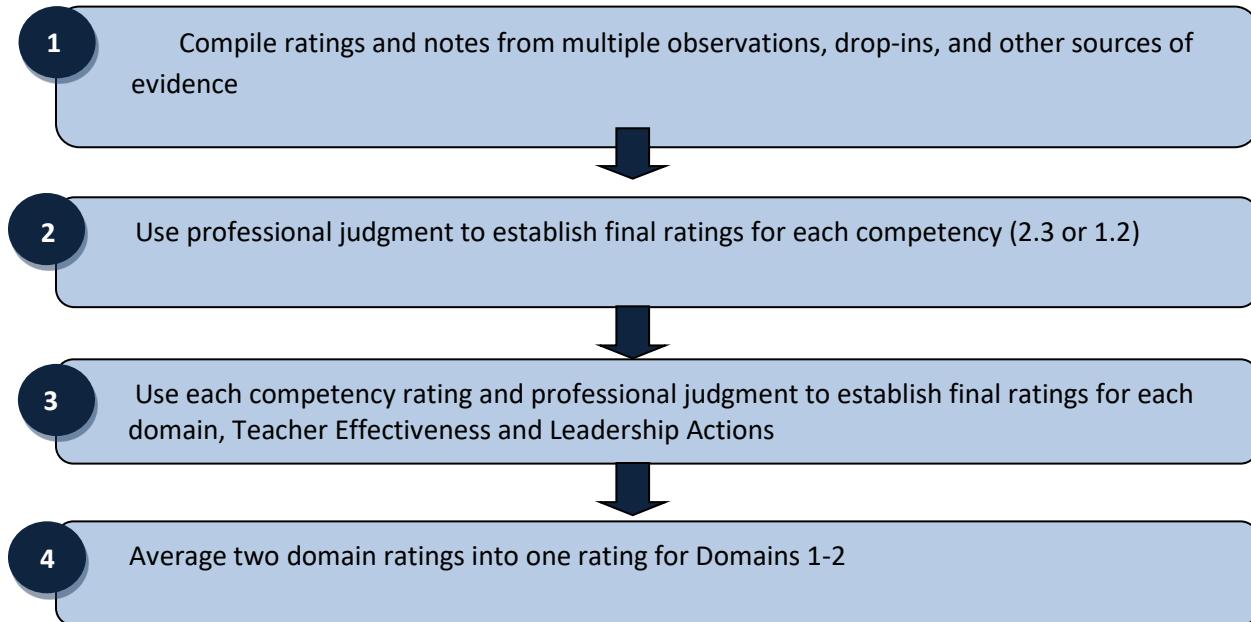
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	The superintendent provides responsible fiscal stewardship.	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings 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>

RISE Principal Metrics and Summative Scoring

PROFESSIONAL PRACTICE (100%):

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

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



Each step is described in detail below.

1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.

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

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

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

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

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

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

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

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

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

4 Average two domain ratings into one final practice score.

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

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

Category Ratings

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

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

Note: Borderline points always round up.



RISE

Evaluation and
Development System

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1 Human Capital Manager					
1.1.1	Hiring and retention	<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"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal <u>does not</u> prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers ; Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3	Professional development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. 	<p>Principal orchestrates professional learning opportunities by:</p> <ul style="list-style-type: none"> – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results. 	<p>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results. 	<p>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	Leadership and talent development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders; – Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; – Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	<p>Principal <u>does not</u> develop leadership and talent by:</p> <ul style="list-style-type: none"> – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school); – Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
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 assignment³	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; – Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>Principal <u>does not</u> use staff placement to support instruction by:</p> <ul style="list-style-type: none"> – Assigning teachers and staff based on 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 the ability of the leader to make these decisions.

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

1.2.4	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 <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"> Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; Monitoring use of time to identify areas that are not effectively utilized; 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement;

2.1.3	Using feedback to improve student performance	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated. - Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that 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.

**Indiana
Assistant Principal
Effectiveness
Rubric**



RISE
Evaluation and

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	<p>In addition to Level 3, the assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal:</p> <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. 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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
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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

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				

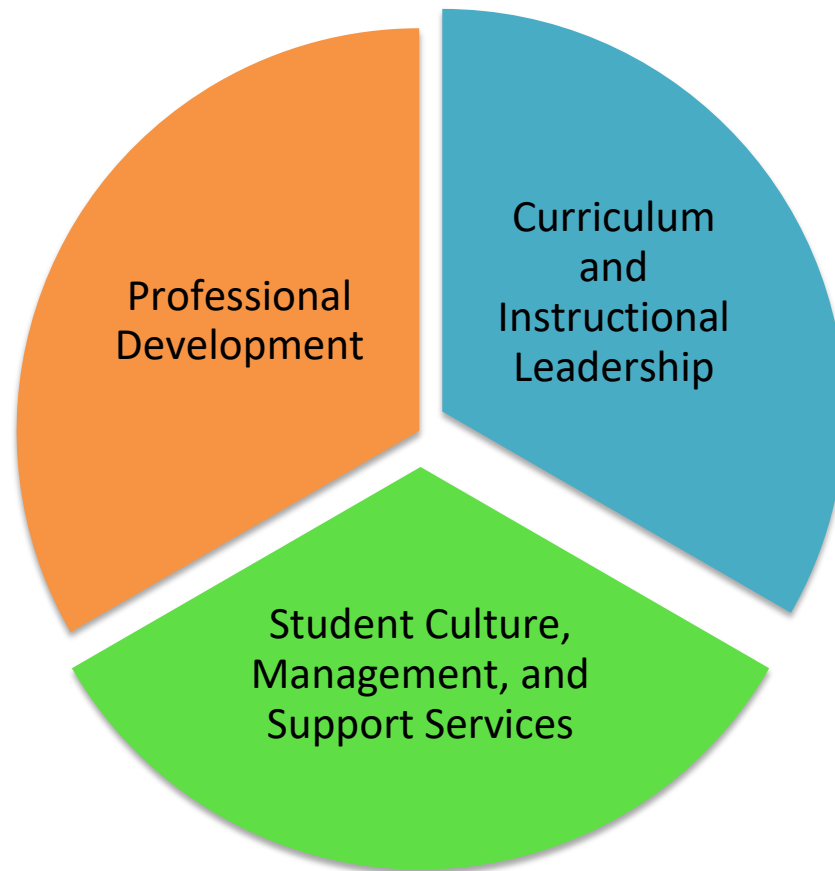
2.1.1	Effectively communicates	In addition to Level 3, the assistant principal <ul style="list-style-type: none"> – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines 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 resilience 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	<p>In addition to Level 3, the assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <ul style="list-style-type: none"> – Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

			community members to support school improvement initiatives		
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Optional Competencies



Optional Competencies: Professional Development, Instructional Leadership & School Culture

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Professional Development					
3.1.1	Oversees school-wide professional development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement 	The assistant principal: <ul style="list-style-type: none"> – Uses student performance data and teacher evaluation results to develop a systemic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide regular professional development opportunities aligned to the staff’s learning needs
3.1.2	Builds productive professional learning communities	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams 	The assistant principal: <ul style="list-style-type: none"> – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams
3.1.3	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"> ○ Focuses on highest leverage teacher actions ○ Includes measurable goals and action steps 	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 	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

			<ul style="list-style-type: none"> ○ Contains a timeline and system to monitor implementation ○ 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 	fail to address the highest leverage teacher actions	
3.1.4	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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.2 Curriculum and Instructional Leadership					
3.2.1	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
3.2.2	Uses data to drive instruction	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Develops teacher leaders’ capacity to drive data-driven instruction and decision-making – Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Ensures the availability of clear and intuitive data reports for teacher analysis – Orchestrates frequent and timely teacher team collaboration for data analysis – Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements 	The assistant principal: <ul style="list-style-type: none"> – Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process 	The assistant principal: <ul style="list-style-type: none"> – Limits analysis of data to year-end autopsies – Inadequately supports staff’s use of data to guide instruction

3.2.3	Implements appropriate academic interventions	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Implements interventions that have a proven ability to increase student performance – Facilitates the development of a culture in which students take the lead role in tracking and 	The assistant principal: <ul style="list-style-type: none"> – Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals – Frequently analyzes student data to inform the need for or effectiveness of academic 	The assistant principal: <ul style="list-style-type: none"> – Ensures school-level and classroom-level programs are in place to help most students meet their academic goals – Examines student data, but fails to place students and/or respond in a timely manner to students 	The assistant principal: <ul style="list-style-type: none"> – Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress – Fails implement procedures for making parents aware of their
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		communicating their performance	interventions and responds in a timely manner to students that fail to make adequate progress <ul style="list-style-type: none"> Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals 	struggling to make adequate progress <ul style="list-style-type: none"> Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress 	child's placement and/or progress in an academic support program
3.2.4	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)	
3.3 Student Culture, Management, and Support Services					
3.3.1	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 appropriate manner

3.3.2	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
3.3.3	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
3.3.4	Provides effective supervision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Volunteers to assist at school events and or functions to which he/she is not directly assigned 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Rarely engages with students, parents, and or community members Fails to maintain high visibility at supervisory functions
3.3.5	Supports student services	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	The assistant principal: <ul style="list-style-type: none"> 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 	The assistant principal: <ul style="list-style-type: none"> 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 	The assistant principal: <ul style="list-style-type: none"> 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

			<p>behavioral needs of each student are met</p> <ul style="list-style-type: none"> – Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<ul style="list-style-type: none"> – 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 	<p>behavioral needs of each student are met</p> <ul style="list-style-type: none"> – Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports
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**Indiana
Assistant Principal/
Athletic Director
Effectiveness
Rubric**



RISE

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 	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

			<ul style="list-style-type: none"> – Frequently follows up to ensure action plans are implemented with fidelity 		
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

Domain 2: Leadership Actions

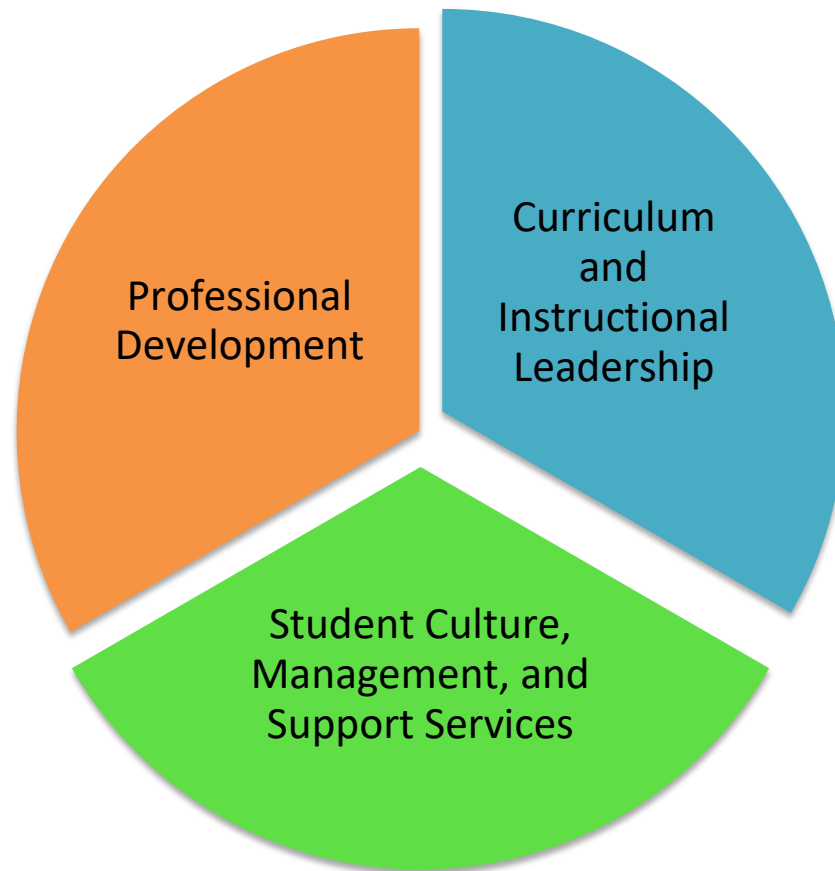
Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students 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	<p>In addition to Level 3, the assistant principal</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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. 	<p>The assistant principal:</p> <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 resilience and persistence	<p>In addition to Level 3, the assistant principal</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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	<p>In addition to Level 3, the assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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. 	<p>The assistant principal:</p> <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 	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

			<ul style="list-style-type: none">– Assists the principal in securing cooperation from family and community members to support school improvement initiatives		
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Optional Competencies



Optional Competencies: Professional Development, Instructional Leadership & School Culture

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.1 Professional Development					
3.1.1	Oversees school-wide professional development	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement 	The assistant principal: <ul style="list-style-type: none"> – Uses student performance data and teacher evaluation results to develop a systemic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness 	The assistant principal: <ul style="list-style-type: none"> – Fails to provide regular professional development opportunities aligned to the staff’s learning needs
3.1.2	Builds productive professional learning communities	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals 	The assistant principal: <ul style="list-style-type: none"> – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams 	The assistant principal: <ul style="list-style-type: none"> – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams
3.1.3	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"> ○ Focuses on highest leverage teacher actions ○ Includes measurable goals and action steps 	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 	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

			<ul style="list-style-type: none"> ○ Contains a timeline and system to monitor implementation ○ 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 	fail to address the highest leverage teacher actions	
3.1.4	Assists the principal with talent & leadership development	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> – Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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 	<p>The assistant principal:</p> <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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.2 Curriculum and Instructional Leadership					
3.2.1	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
3.2.2	Uses data to drive instruction	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Develops teacher leaders’ capacity to drive data-driven instruction and decision-making – Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement 	The assistant principal: <ul style="list-style-type: none"> – Ensures the availability of clear and intuitive data reports for teacher analysis – Orchestrates frequent and timely teacher team collaboration for data analysis – Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements 	The assistant principal: <ul style="list-style-type: none"> – Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process 	The assistant principal: <ul style="list-style-type: none"> – Limits analysis of data to year-end autopsies – Inadequately supports staff’s use of data to guide instruction

3.2.3	Implements appropriate academic interventions	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> – Implements interventions that have a proven ability to increase student performance – Facilitates the development of a culture in which students take the lead role in tracking and 	The assistant principal: <ul style="list-style-type: none"> – Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals – Frequently analyzes student data to inform the need for or effectiveness of academic 	The assistant principal: <ul style="list-style-type: none"> – Ensures school-level and classroom-level programs are in place to help most students meet their academic goals – Examines student data, but fails to place students and/or respond in a timely manner to students 	The assistant principal: <ul style="list-style-type: none"> – Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress – Fails implement procedures for making parents aware of their
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		communicating their performance	interventions and responds in a timely manner to students that fail to make adequate progress <ul style="list-style-type: none"> Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals 	struggling to make adequate progress <ul style="list-style-type: none"> Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress 	child's placement and/or progress in an academic support program
3.2.4	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)	
3.3 Student Culture, Management, and Support Services					
3.3.1	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 appropriate manner

3.3.2	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
3.3.3	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
3.3.4	Provides effective supervision	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Volunteers to assist at school events and or functions to which he/she is not directly assigned 	The assistant principal: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Rarely engages with students, parents, and or community members Fails to maintain high visibility at supervisory functions
3.3.5	Supports student services	In addition to Level 3, the assistant principal: <ul style="list-style-type: none"> Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	The assistant principal: <ul style="list-style-type: none"> 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 	The assistant principal: <ul style="list-style-type: none"> 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 	The assistant principal: <ul style="list-style-type: none"> 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

			<p>behavioral needs of each student are met</p> <ul style="list-style-type: none"> Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<ul style="list-style-type: none"> 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 	<p>behavioral needs of each student are met</p> <ul style="list-style-type: none"> Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports
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Domain 4: Athletic Director

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 Athletic Director					
4.1.1	AD facilitates athletic program's philosophy/misssion statement	<p>In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.</p>	<p>The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.</p>	<p>The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.</p>	<p>The Athletic Director: AD rarely exhibits the necessary strengths to perform bis/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.</p>
4.1.2	AD defines expectations to coaches, athletes, parents	<p>In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.</p>	<p>The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.</p>	<p>The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.</p>	<p>The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.</p>
4.1.3	AD promotes proper behavior of athletes, coaches, parents, spectators	<p>In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a</p>	<p>The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve</p>	<p>The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.</p>	<p>The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.</p>

		role model. Areas for professional growth are self-directed and continuous.			
4.1.4	AD promotes multi-sport athletes	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.5	AD provides sufficient funding to assure quality athletic opportunities	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.6	Ensure adequate property maintained or replaced for all teams	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.7	Allocate resources, programs and services for all sports equitably	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.8	Provide equal opportunities for male and female athletes	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or

		continuous.	and improve.		his/her designee.
4.1.9	Clearly defined policies in place for effective administration of the program	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.10	Formal evaluation plan for all head coaches	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.11	Regularly acknowledges, celebrates and displays accomplishments of athletes and team	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.12	Coordinates contest and practice schedules	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.13	Maintains appropriate records, results and awards	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.14	Schedules workers for home events	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct

		on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	serves as a role model. AD makes an effort more often than not to grow and improve.	staff and school climate. Professional growth and improvement are lacking.	and immediate intervention is required by the superintendent or his/her designee.
4.1.1 5	Maintains and updates the Athletic Dept Handbook	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.1 6	Models professional, ethical and respectful behavior at all times	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.1 7	Works with Trans. Dir. for athletic transportation	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.1 8	Maintains fiscal responsibility with overall budget in the black	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.1 9	Hires only certified/qualified officials for home contests	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking.	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
4.1.2 0	Has signed contracts from schools for all home and away	In addition to Level 3, the Athletic Director: Performance consistently exhibits multiple strengths that have a strong, positive impact	The Athletic Director: Performance more often than not exhibits strengths that impact students, coaching staff and school	The Athletic Director: Performance typically is below expectations in important areas that impact students, coaching	The Athletic Director: AD rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and

	contests	on students and the school climate. AD serves as a role model. Areas for professional growth are self-directed and continuous.	climate. AD more often than not serves as a role model. AD makes an effort more often than not to grow and improve.	staff and school climate. Professional growth and improvement are lacking.	improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee.
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Cowan Community Schools Evaluator and Teacher Handbook Version 2.0

Adapted from



Revision date: August 14, 2023

This handbook applies to certified teachers, counselors, and media specialists. Separate rubrics are provided for each group.

Our Teacher Evaluation System

Background/Context

RISE (from which the Cowan Community Schools Teacher Evaluation System was adapted) was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

Performance Level Ratings

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

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

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

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

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on Professional Practice:

Professional Practice – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core

Professionalism.

Cowan Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and sixteen competencies.

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

- 1.1 Develop Standards-Based Unit Plans and Assessments
- 1.2 Create Objective-Driven Week-at-a-Glance plans and Assessments
- 1.3 Track Student Data and Analyze Progress

Domain 2: Instruction

- 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 of 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 3: Leadership

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

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.

The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures

- Respect

The Cowan Teacher Effectiveness Rubric

In Appendix B of this guidebook, you will find the Cowan Teacher Effectiveness Rubric. All supporting planning, observation, and conference documents and forms can be found in Appendix A.

Observation of Teacher Practice: Questions and Answers for Teachers

How will my proficiency on the Cowan Teacher Effectiveness Rubric be assessed?

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

What is the role of the primary evaluator?

Your primary evaluator is responsible for tracking your evaluation results and helping you to set goals for your development. The primary evaluator must perform at least one of your extended observations during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with you to discuss this final rating in a summative conference.

What is a secondary evaluator?

A secondary evaluator may perform extended or short observations. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Do all teachers need to have both a primary and secondary evaluator?

No. It is possible that a teacher would only have a primary evaluator. However, in most cases more than one evaluator will contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

What is an extended observation?

An extended observation lasts a minimum of 40 minutes. Teachers will be notified by the Wednesday of the week before the observation will take place that they need to submit Week-at-a-Glance plans for two subjects (due 8:00 a.m. on Monday). The specific day or time of the observation during that week will be unannounced. It may take place over one class or span two consecutive class periods.

Are there mandatory conferences that accompany an extended observation?

Post-Conferences are mandatory and should occur within five school days of the extended

observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

How many extended observations will I have in a year?

All teachers must have a minimum of one extended observation per year.

Who is qualified to perform extended observations?

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one extended observation.

What is a short observation?

A short observation lasts a minimum of 10 minutes and will not be announced. There are no conferencing requirements around short observations, but a post-observation conference could be scheduled if there are areas of concern. A teacher should receive written feedback following a short observation within two school days.

How many short observations will I have in a year?

All teachers will have a minimum of two short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here, and teachers will also have the option to request a third short observation if they so desire.

Who is qualified to perform short observations?

Any primary evaluator or secondary evaluator may perform a short observation.

Is there any additional support for struggling teachers?

It is expected that a struggling teacher might receive observations above and beyond the minimum number required by RISE. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is expected that primary evaluators will place struggling teachers on a professional development plan.

What is a professional development plan?

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher

is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

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 (PGPs) 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 will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these domains?

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. The teacher’s activity log in *Own It* and the submitted plans are expected to be the primary means of documenting evidence for evaluators to reference while scoring these two domains. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning – Week-at-a-Glance plans and Unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator takes evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during

the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.

Figure 3: Evidence vs. Judgment

Evidence	Judgment
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p> <p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p>The teacher doesn't do a good job of making sure students understand concepts.</p>
<p>Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"</p>	<p>The teacher asks students a lot of engaging questions and stimulates good classroom discussion.</p>

After the observation, the evaluator will take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

Figure 4: Mapping Evidence to Indicators

Evidence	Indicator
<p>(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on</p>	<p><u>Competency 2.4: Check for Understanding</u> Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than</p>

<p>(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?</p>	<p>helping them think through the answer. (Ineffective)</p>
<p>Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"</p>	<p><u>Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work</u></p> <p>Teacher frequently develops higher-level understanding through effective questioning.</p> <p>(Effective)</p>

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process.

Each step is described in detail below.

1 Compile ratings and notes from observations, conferences, and other sources of information.

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

2 Use professional judgment to establish three, final ratings in Planning, Instruction, and

Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Evaluators will be allowed to assign half points on the competency level (Ex. Competency 2.2 is scored as a 2.5). Next, the evaluator calculates the mean score of the competencies within each domain and assigns that score for the entire domain. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

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

3

Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	2.67	10%	0.26
Domain 2: Instruction	2.88	75%	2.16
Domain 3: Leadership	3	15%	0.45
	Final Score		2.88

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

4

Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the

four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards.
Final Teacher Effectiveness Rubric Score = 2.88

Outcome 2: Teacher does not meet all Core Professionalism standards.
Final Teacher Effectiveness Rubric Score (2.88-1) = 1.88

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

The Role of Professional Judgment

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

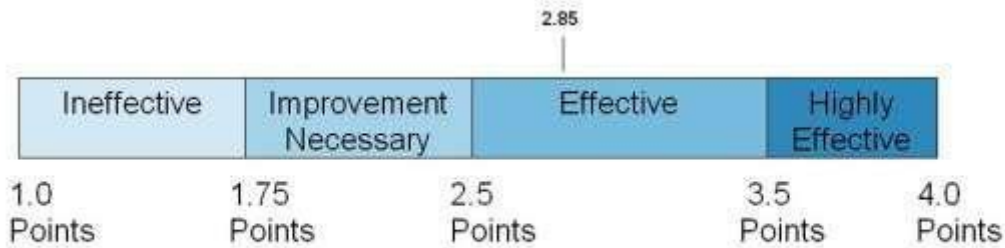
Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to the their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students. Additionally, if a teacher's mathematical mean score is greater than or equal to 3.5, evaluators can use professional judgment to move that score to a 4 going forward in the calculations.

Summative Teacher Evaluation Scoring

Professional Practice – Assessment of instructional knowledge and skills

Measure: Cowan Teacher Effectiveness Rubric (TER)

The method for scoring this measure has been explained in the sections above. The final TER score is then translated into a rating on the following scale.



Note: Borderline points always round up.

The example score of 2.85 maps to a rating of “Effective”. Primary evaluators will meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. The summative conference will occur at the end of the school year.

Teachers receiving a final rating of Highly Effective or Effective will be eligible to receive any performance awards or compensation model payments and raises. A rating of Improvement Necessary or Ineffective excludes that teacher from receiving any additional money.

Glossary of RISE Terms

Competency: There are sixteen 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.

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.

Extended Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Cowan Teacher Effectiveness Rubric (TER): The Cowan Teacher Effectiveness Rubric is adapted from the RISE TER which was written by an evaluation committee of education stakeholders from around the state. The rubric includes sixteen 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.

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.

Post-Conference: A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

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 observation.

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 only teachers in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the only component of the summative evaluation score. This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

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

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Summative Conference: A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This will occur before the end of the school year.

Summative Rating: The final summative rating is equal to the final TER score. The final score is mapped onto a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Appendix A – Optional Forms

Optional Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

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

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	_/_/_	_/_/_	_/_/_	_/_/_	
	Action Step 2	Data:	Data:	Data:	Data:	
		//_	_/_/_	_/_/_	_/_/_	
	Data:	Data:	Data:	Data:		

Professional Growth Goal #3

<p>Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i></p>	<p>Action Steps: <i>Include specific and measurable steps you will take to improve.</i></p>	<p>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></p>				<p>Evidence of Achievement: <i>How do you know that your goal has been met?</i></p>
	<p>Action Step 1</p>	<p>___/___/___ Data:</p>	<p>___/___/___ Data:</p>	<p>___/___/___ Data:</p>	<p>___/___/___ Data:</p>	
	<p>Action Step 2</p>	<p>___/___/___ Data:</p>	<p>___/___/___ Data:</p>	<p>___/___/___ Data:</p>	<p>___/___/___ Data:</p>	
	<p>E17</p>					

Appendix B – Cowan Teacher Effectiveness Rubric



Cowan Teacher Effectiveness Rubric 1.0

NOTE: THIS IS A MODIFIED VERSION OF THE RISE 2.0 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	Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Allocating an instructionally appropriate amount of time for each unit <p>Teacher may not:</p> <ul style="list-style-type: none"> - Create assessments before each unit begins for backwards planning - Identify content standards that students will master in 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.
1.2	Create Objective-Driven Week-at-a-Glance 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 - Designing formative assessments that measure progress towards mastery and inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Provide plans that clearly communicate what will be happening in the classroom - Design 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.
1.3	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 and is communicated with parents and students in a timely manner 	<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 and is communicated with parents and students in a timely manner 	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable 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)
<p>Competency 2.1:</p> <p>Develop student understanding and mastery of lesson objectives</p>	<p>Teacher is highly effective at developing 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></p> <ul style="list-style-type: none"> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection 	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective 	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - 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 - Opportunities to connect the lesson back to the objective may be missed 	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p>	<p>Teacher is ineffective at demonstrating and clearly communicating 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></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 but not readily understood - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake 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 never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<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 - Students work hard and are deeply active 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 only 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 doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students - Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <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 part way 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)
<p>Competency 2.5:</p> <p>Modify Instruction As Needed</p>	<p>Teacher is highly effective at modifying instruction as needed</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 anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement 	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful 	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher misses a key opportunity to modify instruction based upon checks for understanding - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding 	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - in order to modify instruction as needed, one must first know how to check for understanding.
2. A teacher can respond to misunderstandings using "scaffolding" techniques such as: 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 - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

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

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

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

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

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

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

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students take ownership in the culture of the classroom as evidenced by unprompted collaboration and behavior reinforcement - Teacher has an excellent rapport with students that dominates the culture of the classroom 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <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 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <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)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important 	<p>Teacher is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. 	<p>Teacher needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> - Teacher may miss opportunities to set high expectations for students - 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 academic work but not necessarily to drive high expectations 	<p>Teacher is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> - Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior

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.

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 - Make changes and take risks to ensure student success 	<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 class - Attempt to remedy obstacles around student achievement 	<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 class 	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	<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 	<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 	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	<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 	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	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 (grade-level appropriate) - 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 to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of 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 (PowerSchool and My Big Campus) <p>Teacher may not:</p> <ul style="list-style-type: none"> - Proactively reach out to parents to engage them in student learning 	Teacher rarely or never reaches out to parents or updates required forms of parent outreach and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected as a professional. Core professionalism is separate from the other domains in the rubric, yet it can have an impact on teaching and learning in the classroom. Teachers are expected to meet these standards. Teachers that do not meet these expectations, will receive a one point deduct on their teacher effectiveness rubric, which now represents 100% of their evaluation score. The indicators listed below are not one-time events. Each of them represents a pattern of behavior. The primary evaluator and/or building principal will communicate concerns to the teacher of any persistent issues prior to the deduction of one point.

Listed below are each of the indicators along with specific definitions and thresholds for intervention and/or the loss of one point on the teacher effectiveness rubric.

Indicator	Meets Standard	Does Not Meet Standard	Defined
1 Attendance	Individual maintains good attendance and has not had any unexcused (unpaid) absences	Individual demonstrates a pattern of unexcused (unpaid) absences	Staff members are provided 12 paid absence days per year. Any unpaid day would be considered unexcused. An exception would include board approved leaves or accumulated sick days. Teachers and administrators will document when a teacher is out of paid absence days. Any unpaid day is subject to a point deduction.
2 On-Time Arrival	Individual has maintained appropriate on-time arrival	Individual demonstrates a pattern of unexcused late arrivals	Arriving to school on time is critical for the responsibility of effectively leading a classroom. The following policy will be enforced: 3 occurrences = communication with admin 4 occurrences = documented letter from admin 5 occurrences = subject to a point deduction
3 Policies and Procedures	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. meeting deadlines, updating grades once a week, email response within 24 hours, principal expectations, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. meeting deadlines, updating grades once a week, email response within 24 hours, principal expectations, etc.)	Being a professional requires timely completion of required tasks and procedures. The following policy will be enforced: 3 occurrences = communication with admin 4 occurrences = documented letter from admin 5 occurrences = subject to a point deduction *An egregious violation of school policies or procedures may result in a faster documentation cycle
4 Respect	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Maintaining the highest levels of respect is an expectation of an educational professional. The following policy will be enforced: 2 occurrences = communication with admin 3 occurrences = documented letter from admin 4 occurrences = subject to a point deduction *An egregious violation of respect may results in a faster documentation cycle

Indiana 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

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)
Competency 2.1A: Develop student understanding and mastery of lesson objectives	Counselor is highly effective at developing student understanding and mastery of lesson objectives	Counselor is effective at developing student understanding and mastery of lesson objectives	Counselor needs improvement at developing student understanding and mastery of lesson objectives	Counselor is ineffective at developing student understanding and mastery of lesson objectives
	<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	-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	-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	-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.

Competency 2.2A: Demonstrate and Clearly Communicate Content Knowledge to Students	Counselor is highly effective at demonstrating and clearly communicating content knowledge to students	Counselor is effective at demonstrating and clearly communicating content knowledge to students	Counselor needs improvement at demonstrating and clearly communicating content knowledge to students	Counselor is ineffective at demonstrating and clearly communicating content knowledge to students
	<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 -	-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	-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	-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
Competency 2.3A: Create Culture of Respect and Collaboration	Counselor is highly effective at creating a classroom culture of respect and collaboration	Counselor is effective at creating a culture of respect and collaboration	Counselor needs improvement at creating a classroom culture of respect and collaboration	Counselor is ineffective at creating a 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	Counselor is highly effective at setting high expectations for academic success.	Counselor is effective at setting high expectations for academic success.	Counselor needs improvement at setting high expectations for academic success.	Counselor is ineffective at setting high expectations for student 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	Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.	Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.	Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.
	<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	Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed	Counselor is ineffective at providing 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	Counselor is highly effective at developing student understanding of safety, survival and prevention skills	Counselor is effective at developing student understanding of safety, survival and prevention skills	Counselor needs improvement with developing student understanding of safety, survival and prevention skills	Counselor is ineffective at developing 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
Competency 2.4B: Connect student learning to future plans	Counselor is highly effective at connecting student learning to future plans	Counselor is effective at connecting student learning to future plans	Counselor is only somewhat effective at connecting student learning to future plans	Counselor is ineffective at connecting 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	Counselor is highly effective at interpreting assessment results and student goal-setting	Counselor is effective at interpreting assessment results and student goal-setting	Counselor is only somewhat effective at interpreting assessment results and student goal-setting	Counselor is ineffective at interpreting assessment results and student 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.

Core Professionalism Rubric

These indicators illustrate the minimum competencies expected as a professional. Core professionalism is separate from the other domains in the rubric, yet it can have an impact on teaching and learning in the classroom. Counselors are expected to meet these standards. Counselors that do not meet these expectations, will receive a one point deduct on their teacher effectiveness rubric, which now represents 100% of their evaluation score. The indicators listed below are not one-time events. Each of them represents a pattern of behavior. The primary evaluator and/or building principal will communicate concerns to the teacher of any persistent issues prior to the deduction of one point.

Listed below are each of the indicators along with specific definitions and thresholds for intervention and/or the loss of one point on the teacher effectiveness rubric.

Indicator		Meets Standard	Does Not Meet Standard	Defined
1	Attendance	Individual maintains good attendance and has not had any unexcused (unpaid) absences	Individual demonstrates a pattern of unexcused (unpaid) absences	Staff members are provided 12 paid absence days per year. Any unpaid day would be considered unexcused. An exception would include board approved leaves or accumulated sick days. Teachers and administrators will document when a teacher is out of paid absence days. Any unpaid day is subject to a point deduction.
2	On-Time Arrival	Individual has maintained appropriate on-time arrival	Individual demonstrates a pattern of unexcused late arrivals	Arriving to school on time is critical for the responsibility of effectively leading a classroom. The following policy will be enforced: 3 occurrences = communication with admin 4 occurrences = documented letter from admin 5 occurrences = subject to a point deduction
3	Policies and Procedures	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. meeting deadlines, updating grades once a week, email response within 24 hours, principal expectations, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. meeting deadlines, updating grades once a week, email response within 24 hours, principal expectations, etc.)	Being a professional requires timely completion of required tasks and procedures. The following policy will be enforced: 3 occurrences = communication with admin 4 occurrences = documented letter from admin 5 occurrences = subject to a point deduction *An egregious violation of school policies or procedures may result in a faster documentation cycle
4	Respect	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Maintaining the highest levels of respect is an expectation of an educational professional. The following policy will be enforced: 2 occurrences = communication with admin 3 occurrences = documented letter from admin 4 occurrences = subject to a point deduction *An egregious violation of respect may results in a faster documentation cycle



Association of Indiana School Library Educators

School Librarian Evaluation Rubric

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, the 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> <ol style="list-style-type: none"> 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. 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. 				

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 but 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>
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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	<p>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.</p> <p>- The librarian proactively responds to the evidence of the evaluation.</p>	<p>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.</p>	<p>School librarian has a rudimentary plan to evaluate the library program.</p>	<p>School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p>
	<p>Notes 1.4</p> <p>1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.</p>				
1.5	Establishing a culture for investigation and love of literature	<p>In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.</p>	<p>In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.</p>	<p>School librarian goes through the motions of performing the work of the position, but without any real commitment to it.</p>	<p>School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.</p>

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

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 the effective rating 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	<p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<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.</p> <p>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.</p> <p>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		<p>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p>			

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

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	Check for Understanding	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> -Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) -Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking 	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> -Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding -Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly -Librarian uses a variety of methods to check for understanding -Librarian uses wait time effectively both after posing a question and before helping students think through a response -Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students -Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> -Librarian sometimes checks for understanding of content, but misses several key moments -Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly -Librarian may not use a variety of methods to check for understanding when doing so would be helpful -Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content -Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students -Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning 	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> -Librarian rarely or never checks for understanding of content, or misses nearly all key moments -Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson -Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer -Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students -Librarian rarely or never assesses for mastery at the end of the lesson
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	<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
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<p>2.5</p>	<p>Modify Instruction as Needed</p>	<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
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2.6	Maximize Instructional Time	<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following: <i>- All students are on-task and follow instructions of Librarian without much prompting</i></p>	<p>School librarian is effective at maximizing instructional time.</p> <p><i>-Routines, transitions, and procedures are well-executed. -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</i></p>	<p>School librarian needs improvement at maximizing instructional time.</p> <p><i>-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</i></p>	<p>School librarian is ineffective at maximizing instructional time.</p> <p><i>-There are few or no evident routines or procedures in place. -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</i></p>
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"> 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. 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.
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Domain 3: Leadership

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

		Level of Performance			
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
Notes 3.1 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.					
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

	<p>Notes 3.2</p> <ol style="list-style-type: none"> 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty. 				
3.3	<p>Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers</p>	<p>Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.</p>	<p>Library assistants, students, or parent/community volunteers are clear as to their roles.</p>	<p>Library assistants, students, or parent/community volunteers are partially successful.</p>	<p>Library assistants, students, or parent/community volunteers are confused as to their role.</p>

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> <ol style="list-style-type: none"> 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly. 					

Domain 4: Core Professionalism Rubric

These indicators illustrate the minimum competencies expected as a professional. Core professionalism is separate from the other domains in the rubric, yet it can have an impact on teaching and learning in the classroom. Teachers are expected to meet these standards. Teachers that do not meet these expectations, will receive a one point deduct on their teacher effectiveness rubric, which now represents 100% of their evaluation score. The indicators listed below are not one-time events. Each of them represents a pattern of behavior. The primary evaluator and/or building principal will communicate concerns to the teacher of any persistent issues prior to the deduction of one point.

Listed below are each of the indicators along with specific definitions and thresholds for intervention and/or the loss of one point on the teacher effectiveness rubric.

Indicator		Meets Standard	Does Not Meet Standard	Defined
1	Attendance	Individual maintains good attendance and has not had any unexcused (unpaid) absences	Individual demonstrates a pattern of unexcused (unpaid) absences	Staff members are provided 12 paid absence days per year. Any unpaid day would be considered unexcused. An exception would include board approved leaves or accumulated sick days. Teachers and administrators will document when a teacher is out of paid absence days. Any unpaid day is subject to a point deduction.
2	On-Time Arrival	Individual has maintained appropriate on-time arrival	Individual demonstrates a pattern of unexcused late arrivals	Arriving to school on time is critical for the responsibility of effectively leading a classroom. The following policy will be enforced: 3 occurrences = communication with admin 4 occurrences = documented letter from admin 5 occurrences = subject to a point deduction
3	Policies and Procedures	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. meeting deadlines, updating grades once a week, email response within 24 hours, principal expectations, etc.)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. meeting deadlines, updating grades once a week, email response within 24 hours, principal expectations, etc.)	Being a professional requires timely completion of required tasks and procedures. The following policy will be enforced: 3 occurrences = communication with admin 4 occurrences = documented letter from admin 5 occurrences = subject to a point deduction *An egregious violation of school policies or procedures may result in a faster documentation cycle
4	Respect	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Maintaining the highest levels of respect is an expectation of an educational professional. The following policy will be enforced: 2 occurrences = communication with admin 3 occurrences = documented letter from admin 4 occurrences = subject to a point deduction *An egregious violation of respect may results in a faster documentation cycle

Cowan Technology Coach Effectiveness Rubric (v.2024)

Domain 1: Planning and Preparation (10%)			
1.1 Demonstrates a strong understanding of district programs and procedures			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Technology Coach is deeply familiar with the district’s programs and works to shape its future direction.	Technology Coach demonstrates a good knowledge of the district’s programs and works at times to shape its future direction.	Technology Coach demonstrates basic knowledge of the district’s program and rarely works to shape its future direction.	Technology Coach demonstrates little to no knowledge of the district’s programs and does not work to shape its future direction.
1.2 Establishes goals for the technology support program appropriate for the teachers served			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The goals for the program are highly appropriate to the district and needs of the staff. They have been developed in conjunction with the support of the administrative team.	The goals for the program are clear and suitable to the district and the needs of the staff. There is some communication with the administrative team.	The goals of the program are somewhat lacking and are only partially suitable to the needs of the staff. There is little to no communication with the administrative team.	There are no clear goals for the program and/or they are not appropriate to the needs of the staff. There is no communication with the administrative team.
1.3 Creates plans for the technology support and training throughout the district that align to the overall district goals.			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The Technology Coach’s plans are highly coherent, taking into account the completing demands of making presentation and consulting with teachers. The plans have been	The Technology Coach’s plans are well designed to support teachers in the advancement of their skills.	The Technology Coach’s plans have some worthwhile activities but some of them don’t fit with the broader goals of the district.	The Technology Coach’s plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

developed based on data collected from teachers and administrators.			
Domain 2: Instruction, Coaching, and Implementation (75%)			
2.1 Demonstrates knowledge of current trends in specialty area and Professional Development			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Technology Coach has knowledge of specialty area and trends in professional development is wide and deep and is regarded as an expert by colleagues.	Technology Coach demonstrates thorough knowledge of specialty area and trends in professional development.	Technology Coach demonstrates basic familiarity with specialty area and trends in professional development.	Technology Coach demonstrates little or no familiarity with specialty area and trends in professional development.
2.2 Effectively implements strategies oriented toward improvement of instruction			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Under the leadership of the Technology Coach, all staff have the opportunity to utilizes exceptional strategies that have significantly improved student achievement	Under the leadership of the Technology Coach, staff utilizes effective strategies that can improve student achievement of most students	Under the leadership of the Technology Coach, staff utilizes strategies that can improve student achievement of some students	Little evidence that staff have implemented strategies that can improve student achievement
2.3 Creates an environment of trust and respect and a culture of ongoing instructional improvement			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Relationships with the Technology Coach are highly respectful and trusted.	Relationships with the Technology Coach are respectful with some contact initiated by teachers.	Relationships with the Technology Coach are cordial. Teachers don't resist	Teachers are reluctant to request any assistance from the Technology Coach. There is not a good or trusted

Teachers frequently initiate contact with the Coach.		support but are not necessarily reaching out for help.	relationship in place with a majority of teachers.
2.4 Establishes clear procedures for teachers to gain access in technology support			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Procedures for access to the Technology Coach are clearly communicated and in place. Teachers always know how to access the resources provided and resources are available in a variety of formats. If necessary, adjustments have been made based on input from teachers.	The Technology Coach has established clear procedures for teachers to use in gaining access to support.	Some procedures are clear to some teachers and others are not.	When teachers need support, it is unclear how to access this from the Technology Coach. More than a few teachers are unclear where to secure resources and support.
2.5 Provides personalized teacher/staff support			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Aligns staff's level of understanding to content-area knowledge, assessment, and/or instruction and provides individualized support accordingly. Conducts assessment then provides classroom-based support that aligns with teachers' levels of comfort.	Aligns staff's level of understanding to content-area knowledge, assessment, and/or instruction and provides individualized support accordingly.	Provides classroom-based support that aligns with Instructional Coach's level of comfort and expertise or plans one-size-fits-all professional learning experiences for staff.	Does not plan professional learning relevant to individual staff needs.
2.6 Engages teachers in learning new technology skills that positively impact instruction.			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)

Technology Coach's efforts to engage teachers in professional learning are very successful. Teachers who attend workshops are highly engaged and take initiative in suggesting new areas of growth.	Technology Coach's efforts to engage teachers in professional learning are successful. Many teachers who attend workshops are engaged in acquiring new skills.	Technology Coach's efforts to engage teachers in professional learning are partially successful with only some teachers attending or participating.	Teachers decline opportunities to engage in professional learning from the Technology Coach.
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2.7 Supports implementation of new initiatives

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Provides demonstration, co-teaching, observation, and feedback to support implementation of new and refined technology practices. Designs and supports multiple experiences that deepen understanding and meaning of new concepts and strategies.	Provides demonstration, co-teaching, observation, and feedback to support implementation of new and refined technology practices.	The Technology Coach has some working knowledge of the implementation of the technology practices that have been presented.	The Technology Coach has little understanding of what is taking place in the classroom related to technology implementation.

2.8 Demonstrates responsiveness and flexibility

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The Technology Coach is continually seeking ways to improve the support program and makes adjustments as needed to input received from teachers and/or administrators.	The Technology Coach makes revisions to the support program when needed. This could be in the delivery method, timing, or structure.	The Technology Coach makes modest changes in the support of the program when challenged with the evidence of the need for changes or adjustments.	The Technology Coach adheres to his or her plan in spite of evidence that it is not appropriate or successful.

2.9 Demonstrates pride and ownership in completing responsibilities

Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)

Responsibilities are completed consistently at a high level of quality; additional opportunities are routinely sought out.	Responsibilities are completed consistently at a high level of quality.	Responsibilities are completed at an acceptable level of quality.	Responsibilities are completed but often times at an unacceptable level of quality.
Domain 3: Leadership (15%)			
3.1 Contribute to School Culture			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The Technology Coach seeks out leadership roles and goes above and beyond in dedicating time for students and peers outside of class. Additionally, the Coach make changes and take risks to ensure student success.	The Technology Coach contributes ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class. There are attempts to remedy obstacles around student achievement.	The Technology Coach will contribute occasional ideas and expertise to further the school's mission and initiatives The Coach may <i>not</i> frequently dedicate time to help students and peers efficiently outside of class.	The Technology Coach rarely or never contributes ideas aimed at improving school efforts. The Coach dedicates little or no time outside of class towards helping students.
3.2 Collaborate with Peers			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The Technology Coach goes above and beyond in seeking out opportunities to collaborate, coach peers through difficult situations, and take on leadership roles within collaborative groups such as Professional Learning Communities.	The Technology Coach 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.	The Technology Coach participates in occasional opportunities to work with and learn from others or ask for assistance when needed. The Coach may <i>not</i> seek to provide other teachers with assistance when needed or regularly seek out opportunities to work with others.	The Technology Coach rarely or never participates in opportunities to work with others. The Coach works in isolation and is not a team player.

3.3 Professional Skills and Knowledge			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The Technology Coach regularly shares newly learned knowledge and practices with others. The Coach seeks out opportunities to lead professional development sessions.	The Technology Coach actively pursues opportunities to improve knowledge and practice. The Coach seeks out ways to implement new practices into instruction, where applicable and is open to constructive feedback to improve practices.	The Technology Coach attends all mandatory professional development opportunities. The Coach may <i>not</i> actively pursue optional professional development opportunities, seek out ways to implement new practices into instruction, and accepts constructive feedback well.	The Technology Coach rarely or never attends professional development opportunities. The Coach shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
3.4 Engages Families in Student Learning			
Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
The Technology Coach strives to form relationships in which parents are given ample opportunity to participate in student learning. The Coach is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	The Technology Coach proactively reaches out to parents in a variety of ways to engage them in student learning. The Coach responds promptly to contact from parents. The Coach engages in all forms of parent outreach required by the school.	The Technology Coach responds to contact from parents and/or engages in all forms of parent outreach required by the school. The Coach may <i>not</i> proactively reach out to parents to engage them in student learning.	The Technology Coach rarely or never reaches out to parents or updates required forms of parent outreach and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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