



*Connecting-Engaging-Growing*

# Elwood Community School Corporation

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**Dr. Troy Friedersdorf**  
Superintendent

**Mrs. Amanda Brophy**  
Director of Learning

**Linda Jones**  
Director of Business

To: ECSC Certified Staff  
From: Dr. Troy Friedersdorf, Superintendent  
Date: July 26, 2022  
Re: ECSC Teacher Evaluation Handbook

The Elwood Community School Corporation Teacher Evaluation Handbook is RISE 3.0, the Indiana Department of Education evaluation model. 100% of Teacher Effectiveness Ratings will be based on the rubric. The Standards for Success software program will be utilized to deliver evaluation results to certified staff.

The following employees will use alternative rubrics that are more aligned with the responsibilities of their positions:

- Administrators
- CTE Staff
- Guidance Counselors/Social Workers
- Instructional Coaches
- Intervention/Title I Teachers
- Librarian
- Special Education Staff

Teachers not rated as Effective or Highly Effective for the 21-22 school year, will have a minimum of two extended (40 minute) observations a year; one each semester. This group of teachers will also have a minimum of three short (10 minute) observations a year; at least one per semester. Teachers rated as Effective or Highly Effective for the 201-22 school year will have a minimum of one extended observation and two short observations.

Extended observation conferences will occur within five days of the observation. Short observation feedback will be given within two days of the observation. Formal observations will start August 1, 2022 and end by May 19, 2023. Summative evaluations will be completed by May 26, 2023..

Evaluators for certified staff will be certified administrators. When possible, this will be an administrator who works primarily in the building where the teacher is employed. Evaluators will go through an in-depth initial training of RISE prior to starting observations. The Superintendent and Director of Learning will provide ongoing professional development on the observation and feedback process.

The Teacher Support Process is explained in the next section of this handbook. It requires the use of the certified teacher's license renewal credits in professional development activities intended to help the teacher reach an Effective rating on the next evaluation.

School and district administration will ensure a student will not be instructed for two consecutive years by two consecutive teachers that are rated as Ineffective. If it is not possible to comply with this, Elwood Community School Corporation will notify parents and guardians prior to school starting.

## Teacher Support Process

The teacher support process is for teachers whose professional practice has diminished to a point, often in a singular area, where professional support is essential. There are two clearly defined steps in this support process:

Administrative Support phase, and/or

Intensive Support phase.

### Administrative Support

The administrative support phase of the teacher support process is to enhance communication between the evaluator and classroom teacher regarding ECSC performance expectations. The singular goal of this process is to clearly communicate expectations and provide the necessary support to return the teacher to the regular evaluation process. Any teacher receiving an *Improvement Necessary* rating will be placed in the administrative support phase of the teacher support process.

In the administrative support phase, the principal notifies the teacher in writing of the specific area(s) in need of improvement. The administrative support phase is the only phase of support provided to teachers in probationary (as defined in IC 20-28) status. The rubric defining professional practice serves as the resource to clearly define the area(s) and level of professional practice expected from the teacher. Resulting professional behavior aligned with the rubric and identified by the principal returns the teacher to the regular teacher appraisal process. The teacher is notified in writing of the status change.

The process is as follows:

- The administrator notifies the teacher that he/she is moving into the administrative support phase of the teacher support process. The notification is in writing and includes the reasons for movement into the administrative support phase. The flow chart defining the teacher support phase is explained to the teacher.
- At the initial meeting, the principal and the teacher will discuss and/or design a plan which includes:
  1. concern(s) about professional performance
  2. suggestions/strategies for improvement
  3. what counts as evidence of improvement (selected by the teacher)
  4. an established time to meet again

When improvement to meet ECSC professional expectations is noted, the administrator will share with the teacher in conference, as well as, in written form that the professional expectations have been met and the teacher is returned to the regular appraisal process.

Insufficient progress of a probationary teacher in this phase will result in a recommendation for contract non-renewal.

If performance of a non-probationary teacher not significant enough to meet ECSC professional expectations is noted by the administrator, the teacher is notified in a conference and in writing that he/she is placed in the intensive support phase of the teacher support process.

This step expands the support to include teaching colleagues who, along with the principal, can serve as resources to support the teacher. The rubric of professional practice continues to serve as a guide for acceptable professional practice. Sufficient progress in this area results in the teacher returning to the regular teacher appraisal process.

Inadequate improvement as an outcome of the Intensive Support phase results in a recommendation for dismissal if the teacher receives an *Ineffective* rating and at least one (1) of the following applies:

- 1.) The teacher received an evaluation rating of *Ineffective* in the year preceding the teacher's initial rating of *Ineffective* (the ineffective teacher, under this section has a year to improve); or
- 2.) The teacher's dismissal is due to a justifiable decrease in the number of teacher positions; or
- 3.) The teacher's dismissal is due to conduct set forth in Indiana Code that applies to all teachers and is grounds for immediate dismissal.

The teacher may request a private conference with the Superintendent within seven days of receipt of the evaluation

rating.

There may be times when a teacher in any phase of the evaluation process has unacceptable behavior. If this should occur, there are provisions for moving the teacher immediately to the Intensive Support phase. In extreme cases, including those of state statute or criminal law violations, the teacher may be suspended pending due process.

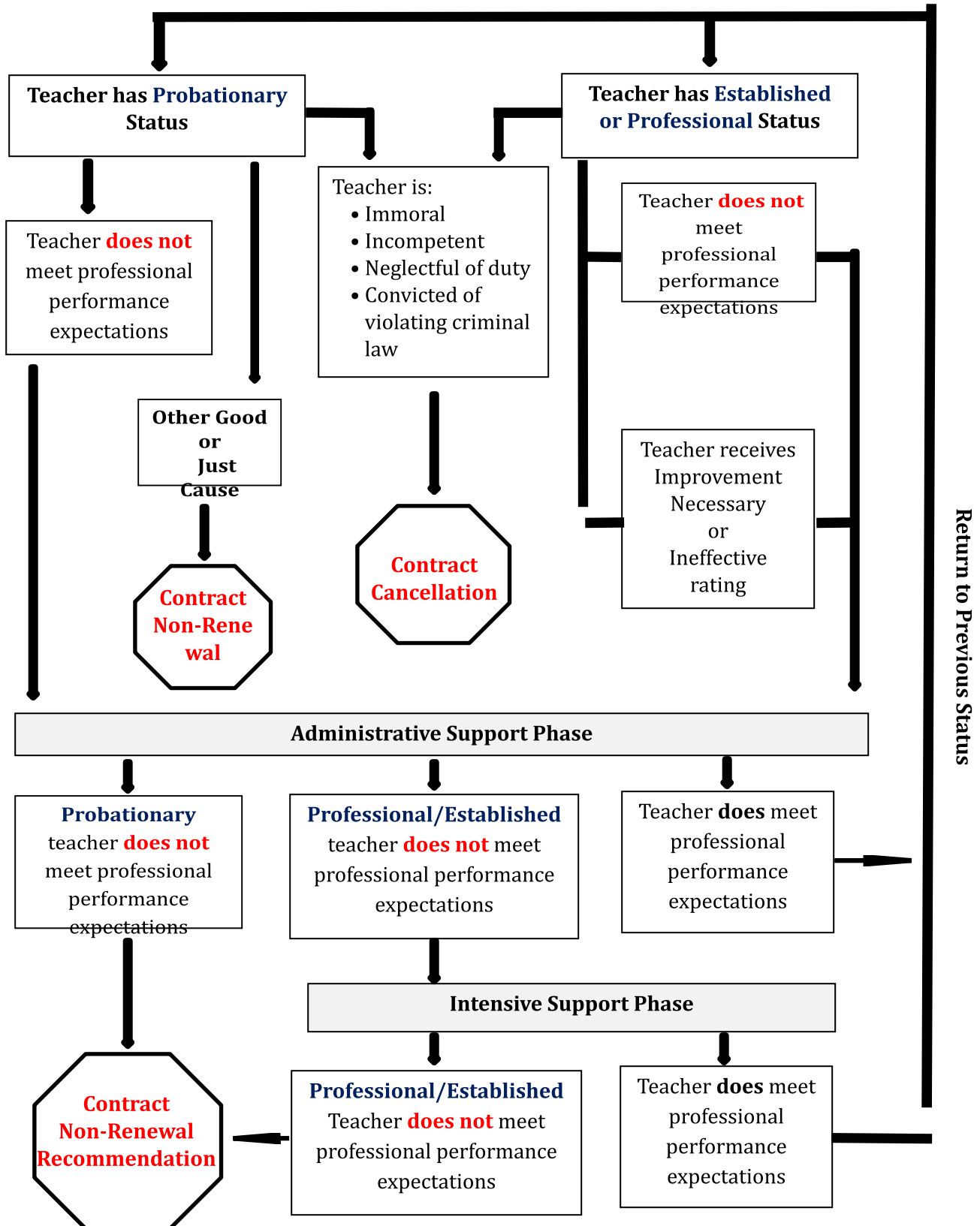
### **Intensive Support**

The intensive support phase of the teacher support process is the most comprehensive level of support the school corporation provides to a non-probationary teacher in need of improvement. This level of support is for a teacher who has not met professional expectations through the administrative support phase or fails to participate in the administrative support phase. This level of support must be completed within no more than 90 school days.

- At the conclusion of the administrative support phase, if the evaluator notifies the teacher that he/she is moving into the intensive support phase of the teacher support process, notification is in writing and includes the reasons for movement into Intensive Support.
- At the initial meeting, the principal, teacher, and the intensive support team (defined by the teacher and principal) will review the administrative support phase including the teacher sharing, in written form, why the previous intervention strategies have not been successful. Also,
  1. establish a timeline, including the meeting dates and date for resolution,
  2. create a teacher action plan,
  3. discuss with the intensive support team possible resources, and
  4. determine evidence required to demonstrate proficiency.
- When improvement to meet ECSC professional expectations is noted, the administrator shares with the teacher in conference, as well as, in written form that the professional expectations have been met and the teacher is returned to the regular appraisal process.
- If performance significant enough to meet ECSC professional expectations is not noted by the administrator, the teacher is notified in a conference and in writing that the teacher is being recommended for non-renewal of his/her teaching contract.

Note: The intensive support phase of the teacher support process is only available to non-probationary teachers with more than two years of continuous service to ECSC.

# Teacher Support Program





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**ELWOOD COMMUNITY SCHOOL CORPORATION**

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TO:

FROM:

DATE:

SUBJECT: Placement in the *Administrative Support* phase of the Teacher Support Process

The teacher support process for educators in ECSC includes a two tier intervention process. The *Administrative Support* tier is for teachers whose professional practice has not developed or has diminished to a point, often in a singular area, where professional support is needed.

Utilizing the rubric that defines professional practice, the area(s) where you are not meeting professional expectations is (are): (*List areas from rubric here*)

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At this time, you are being placed in the ***Administrative Support*** phase of the teacher support process. Resulting behaviors/actions identified as meeting professional expectations and aligned with the rubric, as evaluated by me, returns you to the regular appraisal process.

As a result of this Administrative Support phase, probationary teachers with less than two full years of experience with ECSC who continue to not meet professional expectations of ECSC, will be recommended for non-renewal of his/her teaching contract.

As a result of this Administrative Support phase, probationary teachers with more than two full years of experience with ECSC **or** who have Professional status and continue to not meet professional expectations of ECSC, will be moved to the *Intensive Support* phase of the teacher support process. The primary focus of the *Intensive Support* phase is to provide additional support and resources to assist you in meeting the professional expectations of ECSC.

Principal/Designee \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

A copy of this form will be placed in the teacher's personnel file.

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**ELWOOD COMMUNITY SCHOOL CORPORATION**

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TO:

FROM:

DATE:

SUBJECT: Placement in the *Intensive Support* phase of the Teacher Support Process

The teacher support process for educators in ECSC includes a two-tier intervention process. Recently, you were placed in the Administrative Support phase of this process. You have not made sufficient progress in the area(s) stated in the Administrative Support phase; therefore, you are now placed in the ***Intensive Support*** phase of the teacher support process. This *Intensive Support* tier is for teachers with more than two full years of service to ECSC whose professional practice warrants additional professional support. The primary focus of this level of intervention is to more fully support you in meeting the professional expectations of the ECSC. Significant and timely improvement is necessary in your professional performance. You and I, along with a support team which we will collaboratively select, will develop an improvement plan with/for you.

ECSC professional expectations that you are not meeting are : (*List areas from rubric here*)

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Resulting behaviors/actions, as evaluated by me, meeting professional expectations and aligned with the rubric will return you to the regular appraisal process.

Performance not significant enough to meet ECSC professional expectations, as evaluated by me and communicated to you in a conference and in writing, will result in further action up to and including teaching contract non-renewal.

Principal/Designee \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

A copy of this form will be placed in the teacher's personnel file.

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**ELWOOD COMMUNITY SCHOOL CORPORATION**

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TO:

FROM:

DATE:

SUBJECT: Return to the Regular Teacher Appraisal Process  
(For teachers with less than two full years of service to ECSC.)

The teacher appraisal process for ECSC educators includes a Teacher Support Process for those who have failed to meet professional performance expectations. You have successfully met the performance expectations and are returned to the regular teacher appraisal process.

Please continue to work diligently to maintain and improve your professional performance. Future performance that does not meet ECSC performance expectation may result in a recommendation for non-renewal of your teaching contract.

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**ELWOOD COMMUNITY SCHOOL CORPORATION**

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TO:

FROM:

SUBJECT: Return to the Regular Teacher Appraisal Process  
(Teachers with more than two full years of service to ECSC.)

DATE:

The teacher appraisal process for ECSC educators includes a Teacher Support Process for educators who have failed to meet professional performance expectations. You have successfully met the performance expectations and are returned to the regular teacher appraisal process.

Please continue to work diligently to maintain and improve your professional performance. Future performance that does not meet ECSC performance expectation may result in immediate placement into the *Intensive Support* phase of the Teacher Support Process.

Principal/Designee \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

A copy of this form will be placed in the teacher's personnel file.

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## ELWOOD COMMUNITY SCHOOL CORPORATION

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### Teacher Intensive Support Plan

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Assignment \_\_\_\_\_

Principal/Administrator: \_\_\_\_\_

This plan is collaboratively developed with the teacher, administrator, and if appropriate, the Support Team.

Support Team Members and positions

\_\_\_\_\_  
\_\_\_\_\_

1. The domain(s) and criteria in which the teacher has been designated as in need of assistance and support.  
(Principal)

\_\_\_\_\_  
\_\_\_\_\_

2. Describe previous support utilized to address this area(s).  
(Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_

3. List strategies that will support improvement efforts by the teacher.  
(Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. List a timeline for support activities, including ongoing meetings to discuss progress.  
(Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Describe documentation that will be used to determine successful improvement in the identified areas regarding the teacher's job-related performance. (Teacher, Principal, Support Team)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**ELWOOD COMMUNITY SCHOOL CORPORATION**

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**Intensive Support Phase-Teacher Support Process**

Initial Conference Date: \_\_\_\_\_

My principal and I have collaborated on the development of this intensive support plan. I understand the contents of this plan and the seriousness of potential resulting actions should I not be successful in meeting the professional expectations of this corporation.

I have attached a written commentary of why previous interventions from the Administrative Support phase of the Teacher Support Process have not been successful.

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Final Conference Date of this phase: \_\_\_\_\_

Has this intensive support plan been successfully completed? If not, what are the next steps:

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Teacher \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_



RISE



## Evaluation Model

Evaluator and Teacher Handbook Version 3.0

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## Indiana's State Model on Teacher Evaluation

### Background/Context

RISE was designed and revised to provide a quality system, aligned with current legislative requirements 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:

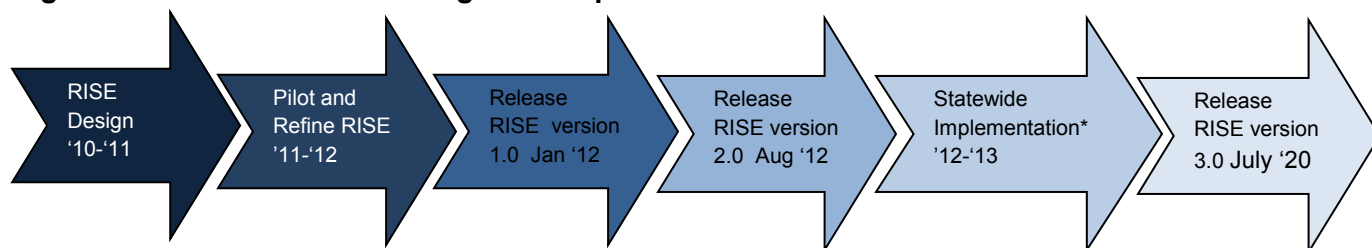
- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective 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 are 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.

## Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Legislature required statewide implementation of new or modified evaluation systems compliant with IC 20-28-11.5-4 by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot led to RISE 2.0, the refined model of the original system. House Enrolled Act (HEA) 1002 (2020) amended existing I.C. 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan. This legislative change led to the further refinement of the original system to create RISE 3.0.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by IDOE to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

**Figure 1: Timeline for RISE design and implementation**



\* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Indiana Code requirements. RISE is an option and resource for corporations, but is not mandatory.

## Performance Level Ratings

Each teacher will receive a rating at the end of each 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.
- **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.
- **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.

- **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.

## A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

## 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. While professional practice will be evaluated on the Indiana Teacher Effectiveness Rubric, corporations may also choose to incorporate additional components that fit local goals and context.

1. **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.
2. **Additional Components** – Current legislation allows for the following components to be used to inform teacher evaluations: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

## Component 1: Professional Practice

### Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

## Indiana Teacher Effectiveness Rubric: Overview

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

**Figure 2: Domains 1-3 and Competencies**

### **Domain 1: Planning**

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

### **Domain 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 Advocate for Student Success
- 3.5 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 Indiana Teacher Effectiveness Rubric**

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

## Observation of Teacher Practice: Questions and Answers for Teachers

*How will my proficiency on the Indiana 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 short and 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 as well as work with teachers to set Student Learning Objectives. 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, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator 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. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

*Are there mandatory conferences that accompany an extended observation?*

- a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.
- b. Post-Conferences: Post-Conferences are mandatory and must 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 two extended observations per year – at least one per semester.

*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 of the extended observations.

*What is a short observation?*

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

*How many short observations will I have in a year?*

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

*Who is qualified to perform short observations?*

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

*Is there any additional support for struggling teachers?*

It is expected that a struggling teacher will 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 recommended that primary evaluators place struggling teachers on a professional development plan.

*Will my formal and informal observations be scored?*

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

*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. Examples of evidence for these domains may include (but are not limited to):

- a. Domain 1: Planning - lesson 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

*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 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.

### **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 take 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**

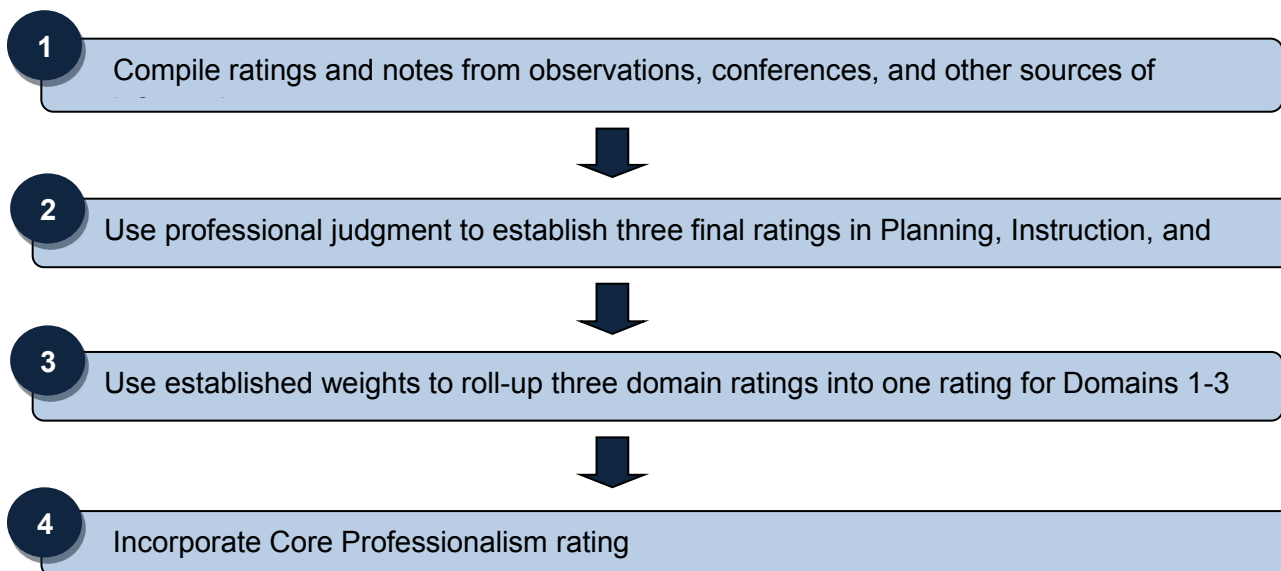
Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on  (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	The teacher doesn't do a good job of making sure students understand concepts.
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?"	The teacher asks students a lot of engaging questions and stimulates good classroom discussion.

After the observation, the evaluator should 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
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on  (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	<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 helping them think through the answer. (Ineffective)
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?"	<u>Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work</u> Teacher frequently develops higher-level understanding through effective questioning. (Effective)

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.**

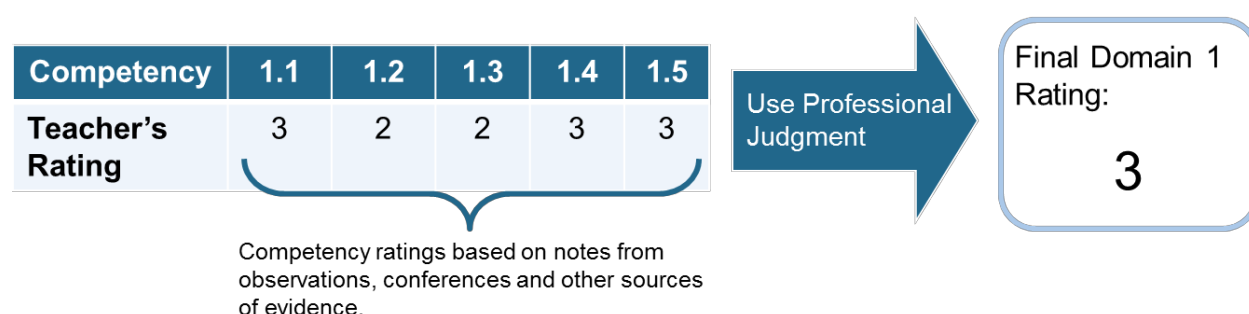
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information 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. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. 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 teachers in different contexts and how teachers have evolved over the course of the year. 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. The figure below provides an example of this process for Domain 1.

**Figure 5: Example of competency ratings for domain 1 and the final domain rating.**



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

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

**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
<b>Domain 1: Planning</b>	3	10%	0.3
<b>Domain 2: Instruction</b>	2	75%	1.5
<b>Domain 3: Leadership</b>	3	15%	0.45
<b>Final Score</b>			<b>2.25</b>

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 = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards. Final Teacher Effectiveness Rubric Score (2.25-1) = 1.25

**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 final Teacher Effectiveness Rubric score is then combined with the scores from any additional measured components in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

## **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.

## Component 2: Additional Components

### Additional Components: Overview

A fair, accurate, and comprehensive picture of a teacher's performance may require incorporating additional components that fit local goals and context. While the model plan does not dictate which components a corporation uses to inform summative evaluations; current legislation allows for the following to be considered: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

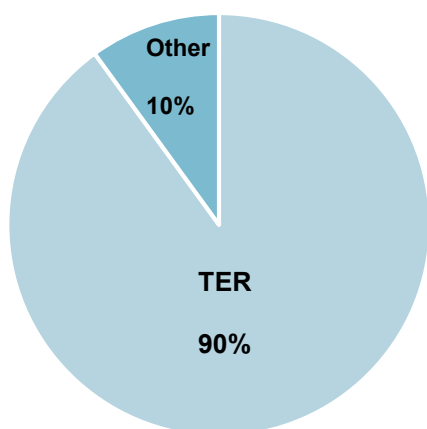
Scoring of additional components are combined with the Teacher Evaluation Rubric scores in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

## Summative Teacher Evaluation Scoring

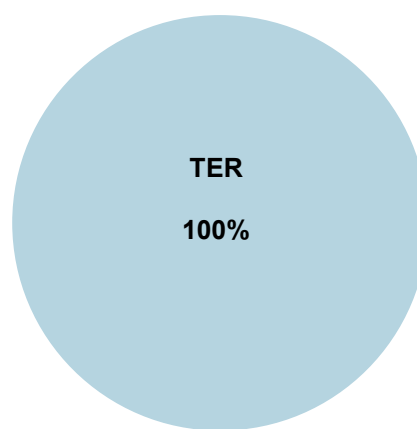
### Options for Weighting of Measures

The primary goal of providing multiple options for corporations to choose between is to allow for the measurement of additional components, in addition to professional practice, that fit local goals and context.

**Option 1: Weighting Measures for districts evaluating professional practice with additional components.**



**Option 2: Weighting Measures for districts evaluating professional practice without additional components.**



Compared across groups, the weighting looks as follows:

Component	Option 1	Option 2
Teacher Effectiveness Rubric	90%	100%
Other Components	10%	



Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from an Option 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 90%	= 2.34
Other Component	3	X 10%	= .30
Sum of the Weighted Scores			2.64

\* To get the final weighted score, simply sum the weighted scores from each component.

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

2.85				
Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

The score of 2.64 maps to a rating of “Effective.” Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B.

## Glossary of RISE Terms

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

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

**Competency:** There are 19 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.

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

**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.

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

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

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

**Mid-Year Conference:** An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

**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 and one short observation.

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

**Professional Development Plan:** The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The 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 first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana 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 may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

**Summative Rating:** The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

## Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines exactly as written are considered to be using the *RISE Evaluation and Development System*.

If a corporation chooses to make minor edits to the RISE system, the system must then be titled “(Corporation name) RISE,” and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
  - Minimum number of short and extended observations
  - Minimum length for short and extended observations
  - Minimum requirements around feedback and conferencing
  - Use of the Teacher Effectiveness Rubric with all domains and competencies
  - Scoring weights for all Professional Practice domains, including Core Professionalism
  - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Summative Scoring
  - Use of Option 1 or Option 2 Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE, the corporation may no longer use the name “RISE Corporations can give any alternative title to their system, and may choose to note that the system has been “adapted from Indiana RISE.”

## Appendix B – Optional Observation and Conferencing Forms

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

## Optional Observation Mapping Form 1 – By Competency

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

SCHOOL: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

2.1 OBJECTIVE	
Evidence	Indicator

2.2 CONTENT	
Evidence	Indicator

<b>2.3 ENGAGEMENT</b>	
<b>Evidence</b>	<b>Indicator</b>
<b>1.4 UNDERSTANDING</b>	
<b>Evidence</b>	<b>Indicator</b>
<b>2.5 MODIFY INSTRUCTION</b>	
<b>Evidence</b>	<b>Indicator</b>

<b>2.6 RIGOR</b>	
<b>Evidence</b>	<b>Indicator</b>
<b>2.7 MAXIMIZE INSTRUCTIONAL TIME</b>	
<b>Evidence</b>	<b>Indicator</b>
<b>2.8 CLASSROOM CULTURE</b>	
<b>Evidence</b>	<b>Indicator</b>



<b>2.9 HIGH EXPECTATIONS</b>	
<b>Evidence</b>	<b>Indicator</b>

Overall Strengths:

Overall Areas for Improvement:

## Optional Pre-Observation Form - Teacher

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

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_  
DATE AND PERIOD OF SCHEDULED OBSERVATION: \_\_\_\_\_

Dear Teacher,

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

- 1) What learning objectives or standards will you target during this class?
  
- 2) How will you know if students are mastering/have mastered the objective?
  
- 3) Is there anything you would like me to know about this class in particular?
  
- 4) Are there any skills or new practices you have been working on that I should look for?

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

## Optional Post-Observation Form - Evaluators

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

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

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

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

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

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

Action Steps for Teacher Areas of Improvement:

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

## Optional Post-Observation Form – Teacher

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

Dear Teacher,

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

- 1) How do you think the lesson went? What went well and what didn't go so well?
  
  
  
  
  
  
  
  
  
  
- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?
  
  
  
  
  
  
  
  
  
  
- 3) If you were to teach this lesson again, what would you do differently?
  
  
  
  
  
  
  
  
  
  
- 4) Did the results of this lesson influence or change your planning for future lessons?

## Optional Mid-Year Professional Practice Check-In Form

SCHOOL: \_\_\_\_\_

SUMMATIVE EVALUATOR: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE: \_\_\_\_\_

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

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

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

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

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

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

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



Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	Meets Standards      Does Not Meet Standards

## Optional Summative Rating Form

SCHOOL: \_\_\_\_\_

SUMMATIVE EVALUATOR: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Note:** Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

### Teacher Effectiveness Rubric Scoring

Number of Formal Observations: \_\_\_\_\_

Number of Informal Observations: \_\_\_\_\_

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

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success	2.9: _____	
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.</b>

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.</b>

### *Domains 1-3 Weighted Scores*

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	
<b>Final Score for Domains 1-3:</b>			

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

**Final Teacher Effectiveness Rubric Score, Domains 1-3: \_\_\_\_\_**

Domain 4: Professionalism	Final Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
<b>Final Rating (Circle One)</b>	<div> <b>Meets Standards</b> <b>Does Not Meet Standards</b> </div>

### ***Final Teacher Effectiveness Rubric Score***

Directions: If the teacher “Meets Standards” above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher “Does Not Meet Standards”, deduct 1 point from the score calculated in the previous step.

**Final Teacher Effectiveness Rubric Score:** \_\_\_\_\_

### Final Summative Rating (Option 1)

Option 1		
Measure	Rating (1-4)	Weighted Rating
Teacher Effectiveness Rubric		
Other Components		

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** \_\_\_\_\_

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

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

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Teacher Signature

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Evaluator Signature

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Final Summative Rating (Option 2)

Option 2		
Measure	Rating (1-4)	Weighted Rating
Teacher Effectiveness Rubric		

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

**Final Summative Evaluation Score:** \_\_\_\_\_

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

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

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Teacher Signature

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Evaluator Signature

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 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.	

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



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

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

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

## **Appendix C – Indiana Teacher Effectiveness Rubric**

On the following page, you will find the Indiana Teacher Effectiveness Rubric.



# RISE

Evaluation Model

## Indiana Teacher Effectiveness Rubric 3.0

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials.

## 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	<b>Utilize Assessment Data to Plan</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<b>Teacher uses prior assessment data to formulate:</b> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<b>Teacher uses prior assessment data to formulate:</b> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, OR lesson plans, but not all of the above</li> </ul>	Teacher rarely or never uses prior assessment data when planning.
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Plans an <u>ambitious</u> annual student achievement goal</li> </ul>	<b>Teacher develops an annual student achievement goal that is:</b> <ul style="list-style-type: none"> <li>- Measurable;</li> <li>- Aligned to content standards; AND</li> <li>- Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	<b>Teacher develops an annual student achievement goal that is:</b> <ul style="list-style-type: none"> <li>- Measurable</li> </ul> <b>The goal may not:</b> <ul style="list-style-type: none"> <li>- Align to content standards; OR</li> <li>- Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</li> </ul>	<b>Based on achievement goals, teacher plans units by:</b> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> <li>- Creating assessments before each unit begins for backwards planning</li> <li>- Allocating an instructionally appropriate amount of time for each unit</li> </ul>	<b>Based on achievement goals, teacher plans units by:</b> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Create assessments before each unit begins for backwards planning</li> <li>- Allocate an instructionally appropriate amount of time for each unit</li> </ul>	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.

1.4	<b>Create Objective-Driven Lesson Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<b>Based on unit plan, teacher plans daily lessons by:</b> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards.</li> <li>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<b>Based on unit plan, teacher plans daily lessons by:</b> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	<b>Track Student Data and Analyze Progress</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<b>Teacher uses an effective data tracking system for:</b> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<b>Teacher uses an effective data tracking system for:</b> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Maintaining a grading system</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>	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)
<b>Competency 2.1:</b>  <b>Develop student understanding and mastery of lesson objectives</b>	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	<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"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>- 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.</li> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective.</li> </ul>

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

**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)
<b>Competency 2.3:</b>  <b>Engage students in academic content</b>	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
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- 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</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target different learning modalities</li> <li>- 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</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>- Students do not actively listen and are overtly disinterested in engaging.</li> </ul>

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)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<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"> <li>- 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)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>- 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)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>- 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</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-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</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>- Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.5:</b>  <b>Modify Instruction As Needed</b>	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction 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>  - Teacher anticipates student misunderstandings and preemptively addresses them  - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher 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	- 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	- 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)
<b>Competency 2.6:</b>  <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b>	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"> <li>- Lesson is accessible and challenging to all students</li> <li>- Students are able to answer higher-level questions with meaningful responses</li> <li>- Students pose higher-level questions to the teacher and to each other</li> <li>- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great</li> <li>- 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)</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to almost all students</li> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is not always accessible or challenging for students</li> <li>- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.</li> <li>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>

Notes:

- 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
- Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
- Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
- 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)
<b>Competency 2.7:</b>  <b>Maximize Instructional Time</b>	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	<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"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</li> </ul>

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

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

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	<b>Contribute to School Culture</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Seek out leadership roles</li> <li>- Go above and beyond in dedicating time for students and peers outside of class</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	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	<b>Collaborate with Peers</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Go above and beyond in seeking out opportunities to collaborate</li> <li>- Coach peers through difficult situations</li> <li>- Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Seek out and participate in regular opportunities to work with and learn from others</li> <li>- Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Participate in occasional opportunities to work with and learn from others</li> <li>- Ask for assistance when needed</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Seek to provide other teachers with assistance when needed OR</li> <li>- Regularly seek out opportunities to work with others</li> </ul>	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	<b>Seek Professional Skills and Knowledge</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others</li> <li>- Seek out opportunities to lead professional development sessions</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction, where applicable</li> <li>- Welcome constructive feedback to improve practices</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Actively pursue optional professional development opportunities</li> <li>- Seek out ways to implement new practices into instruction</li> <li>- Accept constructive feedback well</li> </ul>	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

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

**DOMAIN 1: PURPOSEFUL PLANNING (10.00%)****1.1 Utilize Assessment Data To Plan****Highly Effective**

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding

**Effective**

Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans

**Needs Improvement**

Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above

**Ineffective**

Teacher rarely or never uses prior assessment data when planning

**1.2 Set Ambitious And Measurable Achievement Goals****Highly Effective**

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

Plans an ambitious annual student achievement goal

**Effective**

Teacher develops an annual student achievement goal that:

Is aligned to content standards

Includes benchmarks to help monitor learning and inform interventions throughout the year

Is measurable

**Needs Improvement**

Teacher develops an annual student achievement goal that:

Is not aligned to content standards

Does not include benchmarks to help monitor learning and inform interventions throughout the year

**Ineffective**

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

**1.3 Develop Standards-Based Unit Plans And Assessments****Highly Effective**

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

Creates well-designed unit assessments that align with an end-of-year summative assessment (either state, district, or teacher created)

**Effective**

Based on achievement goals, teacher plans units by:

Creating assessments before each unit begins for backwards planning

**Needs Improvement**

Based on achievement goals, teacher plans units but:

Does not create assessments before each unit begins for backwards planning

**Ineffective**

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

Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit

Allocating an instructionally appropriate amount of time for each unit

Does not allocate an instructionally appropriate amount of time for each unit

Identifying content standards that students will master in each unit

#### 1.4 Create Objective-Driven Lesson Plans And Assessments

##### Highly Effective

*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:*

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

##### Effective

*Based on unit plan, teacher plans daily lessons by:*

Designing assignments that are meaningful or relevant

Designing formative assessments that measure progress towards mastery and informed instruction

Identifying lesson objectives that are aligned to state content standards

Matching instructional strategies and activities/assignments to the lesson objectives

##### Needs Improvement

*Based on unit plan, teacher plans daily lessons but:*

Does not design assignments that are meaningful or relevant

Does not plan formative assessments to measure progress towards mastery or informed instruction

##### Ineffective

Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments

#### 1.5 Track Student Data And Analyze Progress

##### Highly Effective

*At Level 4, a teacher fulfills the criteria for Level 3 and additionally:*

Uses daily checks for understanding for additional data points

Updates tracking system daily

##### Effective

*Teacher uses an effective data tracking system but:*

Analyzing student progress towards mastery and planning future lessons/units accordingly

Maintaining a grading system aligned to student learning goals

##### Needs Improvement

*Teacher uses an effective data tracking system but:*

Does not use data to analyze student progress towards mastery or to plan future lessons/units

Does not have grading system that appropriately aligns with student learning

##### Ineffective

Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

		goals
Uses data analysis of student progress to drive lesson planning for the following day	Recording student assessment/ progress data	

## DOMAIN 2: EFFECTIVE INSTRUCTION (75.00%)

### 2.1 Develop Student Understanding And Mastery Of Lesson Objectives

Highly Effective	Effective	Needs Improvement	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	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	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	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
Students can explain what they are learning and why it is important, beyond repeating the stated objective	Objective is written in a student-friendly manner and/or explained to students in easy to understand terms	Objective is stated, but not in a student-friendly manner that leads to understanding	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Importance of the objective is explained so that students understand why they are learning what they are learning	Teacher attempts explanation of importance of objective, but students fail to understand	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
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	Lesson generally does not build on prior knowledge of students or students fail to make this connection	There may be no effort to connect objective to prior knowledge of students
	Lesson is well-organized to move students towards mastery of the objective	Organization of the lesson may not always be connected to mastery of the objective	Lesson is disorganized and does not lead to mastery of objective

#### NOTES

### 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Highly Effective	Effective	Needs Improvement	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher demonstrates content knowledge and delivers content that is factually correct	Teacher delivers content that is factually correct	Teacher may deliver content that is factually incorrect
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	Content is clear, concise and well-organized	Content occasionally lacks clarity and is not as well-organized as it could be	Explanations may be unclear or incoherent and fail to build student understanding of key concepts
Teacher effectively connects content to other	Teacher restates and rephrases instruction in	Teacher may fail to restate or rephrase	Teacher continues with planned instruction,

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 other's 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

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

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

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

### 2.3 Engage Students In Academic Content

#### Highly Effective

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

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

#### Effective

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

#### Needs Improvement

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

#### Ineffective

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

2.4 Check For Understanding

	below for specific evidence of engagement)	disinterested in engaging	
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Teacher sometimes checks for understanding of content, but misses several key moments	Teacher rarely or never checks for understanding of content, or misses nearly all key moments
Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	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 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 uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking	Teacher uses wait time effectively both after posing a question and before helping students think through a response	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 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 doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle 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)	Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments	Teacher rarely or never assesses for mastery at the end of the lesson

NOTES

2.5 Modify Instruction As Needed

<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	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 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 anticipates student	Teacher responds to misunderstandings with	Teacher may primarily respond to	Teacher only responds to misunderstandings

misunderstandings and preemptively addresses them	effective scaffolding techniques	misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective	by using teacher-driven scaffolding techniques
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

## NOTES

## 2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

Highly Effective	Effective	Needs Improvement	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Lesson is accessible and challenging to almost all students	Lesson is not always accessible or challenging for students	Lesson is not aligned with developmental level of students (may be too challenging or too easy)
Lesson is accessible and challenging to all students	Teacher frequently develops higher-level understanding through effective questioning	Some questions used may not be effective in developing higher-level understanding (too complex or confusing)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts
Students are able to answer higher-level questions with meaningful responses	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding
Students pose higher-level questions to the teacher and to each other	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts
Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	Teacher gives up on students easily and does not encourage them to persist through difficult tasks
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)			

## NOTES

## 2.7 Maximize Instructional Time



### Highly Effective

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

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

Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)

Students share responsibility for operations and routines and work well together to accomplish these tasks

All students are on task and follow instructions of teacher without much prompting

Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson

### Effective

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

### Needs Improvement

Some students consistently arrive late (unexcused) for class without consequences

Class may consistently start a few minutes late

Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed

There is more than a brief period of time when students are left without meaningful work to keep them engaged

Teacher may delegate lesson time inappropriately between parts of the lesson

Significant prompting from the teacher is necessary for students to follow instructions and remain on task

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

### Ineffective

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

## 2.8 Create Classroom Culture Of Respect And Collaboration

### Highly Effective

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

Students are invested in the academic

### Effective

Students are respectful of their teacher and peers

Students are given opportunities to

### Needs Improvement

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

### Ineffective

Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior

Students are not given many opportunities to

success of their peers as evidenced by unprompted collaboration and assistance	collaborate and support each other in the learning process	collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together	collaborate, OR during these times do not work well together, even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	Teacher rarely or never praises positive behavior
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher rarely or never addresses negative behavior

## NOTES

### 2.9 Set High Expectations For Academic Success

Highly Effective	Effective	Needs Improvement	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher sets high expectations for students of all levels	Teacher may set high expectations for some, but not others	Teacher rarely or never sets high expectations for students
Students participate in forming academic goals for themselves and analyzing their progress	Students are invested in their work and value academic success as evidenced by their effort and quality of their work	Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging	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 demonstrate high academic expectations for themselves	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)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers
Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher celebrates and praises academic work	Teacher may praise the academic work of some, but not others	Teacher rarely or never praises academic work or good behavior
	High quality work of all students is displayed in the classroom	High quality work of a few, but not all students, may be displayed in the classroom	High quality work is rarely or never displayed in the classroom

## NOTES

## DOMAIN 3: TEACHER LEADERSHIP (15.00%)

### 3.1 Contribute To School Culture

Highly	Effective	Needs	Ineffective
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### Effective

*At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:*

Seek out leadership roles

Go above and beyond in dedicating time for students and peers outside of class

*Teacher will:*

Dedicate time efficiently, when needed, to helping students and peers outside of class

Contribute ideas and expertise to further the school's mission and initiatives

### Improvement

*Teacher does not:*

Frequently dedicate 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

### Highly Effective

*At Level 4, a teacher 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

### Effective

*Teacher will:*

Ask for assistance, when needed, and provide assistance to others in need

Seek out and participate in regular opportunities to work with and learn from others

### Needs Improvement

*Teacher does not:*

Seek to provide other teachers with assistance when needed

Regularly seek out opportunities to work with others

### Ineffective

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

### Highly Effective

*At Level 4, a teacher 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

### Effective

*Teacher will:*

Actively pursue opportunities to improve knowledge and practice

Seek out ways to implement new practices into instruction, where applicable

### Needs Improvement

*Teacher does not:*

Actively pursue optional professional development opportunities

Seek out ways to implement new practices into instruction

### Ineffective

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

Welcome constructive feedback to improve practices

Attend all mandatory professional development opportunities

Accept constructive feedback well

### 3.4 Advocate For Student Success

#### Highly Effective

*At Level 4, a teacher 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

#### Effective

*Teacher will:*

Advocate for students' individualized needs

Display commitment to the education of all his/her students

Attempt to remedy obstacles around student achievement

#### Needs Improvement

*Teacher does not:*

Advocate for students' needs

#### Ineffective

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs

### 3.5 Engage Families In Student Learning

#### Highly Effective

*At Level 4, a teacher 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, outside of required outreach events

#### Effective

*Teacher 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

#### Needs Improvement

*Teacher does not:*

Proactively reach out to parents to engage them in student learning

#### Ineffective

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents

## DOMAIN 4: CORE PROFESSIONALISM (Special Weighting)

### 4.1 Attendance

**Meets  
Standard**

Individual has not demonstrated a pattern of unexcused absences\*

**Does  
Not  
Meet  
Standard**

Individual has demonstrated a pattern of unexcused absences

NOTES

**4.2 On Time Arrival**

**Meets  
Standard**

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

**4.3 Policies And Procedures**

**Meets  
Standard**

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

**4.4 Respect**

**Meets  
Standard**

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

### Core Professionalism Rubric

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

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

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

## Domain 1: Purposeful Planning (10.00%)

### 1.1 Demonstrates Knowledge of Best Practice in Literacy Instruction and Intervention Strategies

#### Highly Effective

Drawing on extensive professional resources, Reading Specialist demonstrates rich understanding of literature and of current trends in literacy instruction and intervention strategies

#### Effective

Reading Specialist demonstrates thorough knowledge of literature and of current trends in practice of literacy instruction and intervention strategies

#### Improvement Necessary

Reading Specialist demonstrates limited knowledge of literature and current trends in literacy instruction and intervention strategies

#### Ineffective

Reading Specialist demonstrates little or no knowledge of literature and of current trends in literacy instruction and intervention strategies

### 1.2 Establishing and Successfully Implementing Goals for the School Literacy Program

#### Highly Effective

Reading Specialist's goal for the literacy 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

#### Effective

Reading Specialist's goals for the literacy program are clear and appropriate to the situation in the school and to the age of the students

#### Improvement Necessary

Reading Specialist's goals for the literacy program are rudimentary and are partially suitable to the situation in the school and the age of the students

#### Ineffective

Reading Specialist has no clear goals for the literacy program or they are inappropriate to either the situation in the school or the age of the students

### 1.3 Track Student Data and Analyze Progress

#### Highly Effective

Highly Effective

#### Effective

*Reading Specialist uses an effective data tracking system for:*

Recording student assessment/ progress data

Analyzing student progress towards mastery and planning future lessons/units accordingly

Monitor school wide data for at-risk students

#### Improvement Necessary

*Reading Specialist uses an effective data tracking system for:*

Recording student assessment/ progress data

*Reading Specialist may not:*

Use data to analyze student progress towards mastery or to plan future lessons/units

#### Ineffective

Reading Specialist rarely or never uses a data tracking system to record student assessment/progress data

### 1.4 Develop and Implement a Plan to Monitor and Maintain the Leveled Book Room and Professional Library

**Highly Effective**

Highly Effective

**Effective**

Reading Specialist maintains book room and manages purchasing

**Improvement Necessary**

Reading Specialist has a rudimentary plan to evaluate the book room

**Ineffective**

Reading Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important

**1.5 Establishing a Culture for a Love of Literature.****Highly Effective**

In interactions with both students and colleagues, the Reading Specialist conveys the essential nature of seeking information and reading literature

**Effective**

In interactions with both students and colleagues, the Reading Specialist conveys the importance of seeking information and reading literature

**Improvement Necessary**

Reading Specialist goes through the motions of performing the work of the position, but without any real commitment to it

**Ineffective**

Reading Specialist conveys that the work of seeking information and reading literature is not worth the time and energy required

**Domain 2: Effective Instruction (75.00%)****2.1 Creating an Environment Conducive to Learning****Highly Effective**

Interactions among the Reading Specialist, 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

**Effective**

Interactions between the Reading Specialist, 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

**Improvement Necessary**

*Interactions between the Reading Specialist, 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*

**Ineffective**

*Interactions between the Reading Specialist, students, and the classroom teachers are negative, inappropriate or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict*

**2.2 Demonstrate and Clearly Communicate Content Knowledge to Students****Highly Effective**

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

Reading Specialist fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding

Students ask higher-order questions and

**Effective**

Reading Specialist demonstrates content knowledge and delivers content that is factually correct

Content is clear, concise and well-organized

Reading specialist restates and rephrases

**Improvement Necessary**

Reading specialist delivers content that is factually correct

Content occasionally lacks clarity and is not as well organized as it could be

Reading specialist may fail to restate or

**Ineffective**

Reading specialist may deliver content that is factually incorrect

Explanations may be unclear or incoherent and fail to build student understanding of key concepts

Reading specialist continues with planned



make connections independently, demonstrating that they understand the content at a higher level

instruction in multiple ways to increase understanding

rephrase instruction in multiple ways to increase understanding

instruction, even when it is obvious that students are not understanding content

Reading specialist emphasizes key points or main ideas in content

Reading specialist does not adequately emphasize main ideas, and students are sometimes confused about key takeaways

Reading specialist does not emphasize main ideas, and students are often confused about content

Reading specialist uses developmentally appropriate language and explanations

Explanations sometimes lack developmentally appropriate language

Reading specialist fails to use developmentally appropriate language

Reading specialist implements relevant instructional strategies learned via professional development

Reading specialist does not always implement new and improved instructional strategies learned via professional development

Reading specialist does not implement new and improved instructional strategies learned via professional development

## NOTES

### 2.3 Engage Students in Academic Content

#### Highly Effective

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

Reading Specialist provides ways to engage with content that significantly promotes student mastery of the objective

Reading Specialist 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

#### Effective

3/4 or more of students are actively engaged in content at all times and not off-task

Reading specialist 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

Reading specialist 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)

#### Improvement Necessary

Fewer than 3/4 of students are engaged in content and many are off-task

Reading Specialist may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content

Reading Specialist 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

#### Ineffective

Fewer than 1/2 of students are engaged in content and many are off-task

Reading Specialist 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

Reading specialist 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

2.4 Check for Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Reading Specialist checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	Reading Specialist sometimes checks for understanding of content, but misses several key moments	Reading Specialist rarely or never checks for understanding of content, or misses nearly all key moments
Reading Specialist checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	Reading Specialist uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class's understanding	Reading Specialist may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class's understanding	Reading Specialist 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
Reading Specialist uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Reading Specialist uses wait time effectively both after posing a question and before helping students think through a response	Reading Specialist 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	Reading Specialist 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
	Reading Specialist doesn't allow students to “opt-out” of checks for understanding and cycles back to these students	Reading specialist sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	Reading Specialist frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students
	Reading Specialist systematically assesses student progress toward the objective(s) through formal or informal assessment	Reading specialist may occasionally assess student mastery at the end of the lesson through formal or informal assessments	Reading Specialist rarely or never assesses for mastery at the end of the lesson

NOTES

2.5 Modify Instruction As Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Reading Specialist makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	Reading Specialist 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	<i>Reading Specialist 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</i>
Reading Specialist anticipates student misunderstandings and preemptively addresses them.	Reading Specialist responds to misunderstandings with effective scaffolding techniques	Reading Specialist may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-	Reading Specialist only responds to misunderstandings by using teacher-driven scaffolding techniques

		explaining a concept), when student-driven techniques could have been more effective	
	Reading Specialist doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Reading Specialist may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Reading Specialist repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

## NOTES

### 2.6 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the Reading Specialist	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	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 Reading Specialist at all times
All students are on-task and follow instructions of the Reading Specialist without much prompting	Almost all students are on-task and follow instructions of Reading Specialist	Significant prompting from the Reading Specialist is necessary for students to follow instructions and remain on-task	Even with significant prompting, students frequently do not follow directions and are off-task
	Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson	Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Reading Specialist may have to stop the lesson frequently to address the problem	Disruptive behaviors and off-task conversations are common and frequently cause the Reading Specialist to have to make adjustments to the lesson

### 2.7 Create Classroom Culture of Respect and Collaboration

Highly Effective	Effective	Improvement Necessary	Ineffective
<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 respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Reading Specialist reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Reading Specialist may praise positive behavior OR enforce consequences for negative behavior, but not both	Reading Specialist rarely or never praises positive behavior
	Reading Specialist has a good rapport with students, and shows genuine interest in their thoughts and opinions	Reading Specialist may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Reading Specialist rarely or never addresses negative behavior

## 2.8 Set High Expectations for Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	Reading Specialist sets high expectations for students of all levels	Reading Specialist may set high expectations for some, but not others	Reading Specialists rarely or never sets high expectations for students
Students participate in forming academic goals for themselves and analyzing their progress	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)	Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging	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 demonstrate high academic expectations for themselves	Reading Specialist celebrates and praises academic work	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers
Student comments and actions demonstrate that they are excited about their work and understand why it is important		Reading Specialist may praise the academic work of some, but not others	Reading Specialist rarely or never praises academic work or good behavior

## 2.9 Engaging Students in Enjoying Literature and in Learning Multiple Literacy Skills

Highly Effective	Effective	Improvement Necessary	Ineffective
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, both literary and informational text, because of effective design of activities and appropriate materials	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials

## Domain 3: Teacher Leadership (15.00%)

### 3.1 Contribute to School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a Reading Specialist fulfills the criteria for Level 3 and additionally may:	Reading Specialist will:	Reading Specialist will:	Reading Specialist rarely or never contributes ideas aimed at improving school efforts. Reading Specialist dedicates little or no time outside of class towards helping students and peers

Seek out leadership roles

Go above and beyond in dedicating time for students and peers outside of class

Contribute ideas and expertise to further the schools' mission and initiatives

Dedicate time efficiently, when needed, to helping students and peers outside of class

Contribute occasional ideas and expertise to further the school's mission and initiatives

*Reading Specialist may not:*

Frequently dedicates time to help students and peers efficiently outside of class

### 3.2 Collaborate with Peers

#### Highly Effective

*At Level 4, a Reading Specialist 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

#### Effective

*Reading Specialist 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

#### Improvement Necessary

*Reading Specialist will:*

Participate in occasional opportunities to work with and learn from others

Ask for assistance when needed

*Reading Specialist may not:*

Seek to provide other teachers with assistance when needed

Regularly seek out opportunities to work with others

#### Ineffective

Reading Specialist rarely or never participates in opportunities to work with others. Reading Specialist works in isolation and is not a team player

### 3.3 Seek Professional Skills and Knowledge

#### Highly Effective

*At Level 4, a Reading Specialist fulfills the criteria for Level 3 and additionally may:*

Regularly share newly learned knowledge and practices with others

#### Effective

*Reading Specialist will:*

Actively pursue opportunities to improve knowledge and practice

#### Improvement Necessary

*Reading Specialist will:*

Attend all mandatory professional development opportunities

#### Ineffective

Reading Specialist rarely or never attends professional development opportunities. Reading Specialist shows little or no interest in new ideas, programs, or classes to improve teaching and learning

Seek out opportunities to lead professional development sessions

Seek out ways to implement new practices into instruction, where applicable

Welcome constructive feedback to improve practices

*Reading Specialist may not:*

Actively pursue optional professional development opportunities

Seek out ways to implement new practices into instruction

Accept constructive feedback well

### 3.4 Advocate for Student Success

#### Highly Effective

*At Level 4, a Reading Specialist 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

#### Effective

*Reading Specialist will:*

Display commitment to the education of all his/her students

Attempt to remedy obstacles around student achievement

Advocate for students' individualized needs

#### Improvement Necessary

*Reading Specialist will:*

Display commitment to the education of all his/her students

*Reading Specialist may not:*

Advocate for students' needs

#### Ineffective

Reading Specialist rarely or never displays commitment to the education of his/her students. Reading Specialist accepts failure as par for the course and does not advocate for students' needs

### 3.5 Engage Families in Student Learning

#### Highly Effective

*At Level 4, a Reading Specialist 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, outside of required outreach events

#### Effective

*Reading Specialist 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

#### Improvement Necessary

*Reading Specialist will:*

Respond to contact from parents

Engage in all forms of parent outreach required by the school

*Reading Specialist may not:*

#### Ineffective

Reading Specialist rarely or never reaches out to parents and/or frequently does not respond to contacts from parents

required by the school

Proactively reach out to parents to engage them in student learning

## Domain 4: Core Professionalism (Special Weighting)

### 4.1 Attendance

#### Meets Standard

Individual has not demonstrated a pattern of unexcused absences\*

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences\*

#### NOTES

### 4.2 On-Time Arrival

#### Meets Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

### 4.3 Policies and Procedures

#### Meets Standard

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

#### Does Not Meet Standard

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

### 4.4 Respect

**Meets  
Standard**

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner



# Special Education Effectiveness Rubric (v.2022)

Printed November 1, 2022

## DOMAIN 1: PURPOSEFUL PLANNING (10.00%)

### 1.1 Utilize Assessment Data To Plan

#### Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding

#### Effective

Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans that are measurable, aligned to content standards, and includes benchmarking

#### Improvement Necessary

Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above

#### Ineffective

Teacher rarely or never uses prior assessment data when planning.

### 1.2 Create Objective-Driven Lesson Plans And Assessments

#### Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

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

#### Effective

*Based on unit plan, teacher plans daily lessons by:*

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 informed instruction

#### Improvement Necessary

*Based on unit plan, teacher plans daily lessons by:*

Identifying lesson objectives that are aligned to state content standards

Matching instructional strategies and activities/assignments to the lesson objectives

*Teacher may not:*

Designing assignments that are meaningful or relevant

Plan formative assessments to measure progress towards mastery or inform instruction

#### Ineffective

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.

Plans an ambitious annual student

*Teacher develops an annual student*

*Teacher develops an annual student*

Teacher rarely or never develops

achievement goal	<i>achievement goal that:</i>	<i>achievement goal that:</i>	achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
	Is aligned to content standards	Not aligned to content standards (1.2.IN.2)	
	Includes benchmarks to help monitor learning and inform interventions throughout the year	Does not include benchmarks to help monitor learning and inform interventions throughout the year	
	Is measurable		
	Needs defined in PLOP are aligned to goals		

### 1.3 Track Student Data And Analyze Progress

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</i>	<i>Teacher uses an effective data tracking system but:</i>	<i>Teacher uses an effective data tracking system but:</i>	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system
Uses daily checks for understanding for additional data points	Recording student assessment/ progress data	Recording student assessment/ progress data	
Updates tracking system daily	Analyzing student progress towards mastery and planning future lessons/units accordingly	Maintaining a grading system	
Uses data analysis of student progress to drive lesson planning for the following day		<i>Teacher may not:</i>	
		Use data to analyze student progress towards mastery or to plan future lessons/units	
	IEP goals aligned to state standards		
	Instruction based on IEP goals		
	Evidence that the IEP is being implemented across all settings		
	Teacher monitors progress on goals		
	Services are implemented as identified in IEP		

## DOMAIN 2: EFFECTIVE INSTRUCTION (75.00%)

## 2.1 Develop Student Understanding And Mastery Of Lesson Objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	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	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	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.
Students can explain what they are learning and why it is important, beyond repeating the stated objective	Objective is written in a student-friendly manner and/or explained to students in easy to understand terms	Objective is stated, but not in a student-friendly manner that leads to understanding	There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students
Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	Importance of the objective is explained	Teacher attempts explanation of importance of objective, but was unclear	Teacher may fail to discuss importance of objective
	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students	Lesson generally does not build on prior knowledge of students or students fail to make this connection	There may be no effort to connect objective to prior knowledge of students
	Lesson is well-organized to move students towards mastery of the objective	Organization of the lesson may not always be connected to mastery of the objective	Lesson is disorganized and does not lead to mastery of objective
	TOR identifies relationship between lesson and IEP goals		

### NOTES

## 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher demonstrates content knowledge and delivers content that is factually correct	Teacher delivers content that is factually correct	Teacher may deliver content that is factually incorrect
Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	Content is clear, concise and well-organized	Content occasionally lacks clarity and is not as well-organized as it could be	Explanations may be unclear or incoherent and fail to build student understanding of key concepts
Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest	Teacher restates and rephrases instruction in multiple ways to increase understanding	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding	Teacher continues with planned instruction, even when it is obvious that students are not understanding content
Explanations spark student excitement and	Teacher emphasizes key points or main ideas	Teacher does not adequately emphasize	Teacher does not emphasize main ideas, and

interest in the content	in content	main ideas, and students are sometimes confused about key takeaways	students are often confused about content
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	Teacher uses developmentally appropriate language and explanations	Explanations sometimes lack developmentally appropriate language	Teacher fails to use developmentally appropriate language
	Teacher implements relevant instructional strategies learned via professional development	Teacher does not always implement new and improved instructional strategies learned via professional development	Teacher does not implement new and improved instructional strategies learned via professional development

## NOTES

### 2.3 Engage Students In Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	3/4 or more of students are actively engaged in content at all times and not off-task	Fewer than 3/4 of students are engaged in content and many are off-task	Fewer than 1/2 of students are engaged in content and many are off-task
All students are on task and follow instructions of teacher without much prompting	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content	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 provides ways to engage with content that significantly promotes student mastery of the objective	Ways of engaging with content reflect different learning modalities or intelligences	Teacher may miss opportunities to provide ways of differentiating content for student engagement	Teacher does not differentiate instruction to target different learning modalities
Teacher provides differentiated ways of engaging with content specific to individual student needs	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	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	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
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do	ELL and IEP students have the appropriate accommodations to be engaged in content	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content	ELL and IEP students are not provided with the necessary accommodations to engage in content
Teacher effectively integrates technology as a tool to engage students in academic content	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Students do not actively listen and are overtly disinterested in engaging.
	Frequently uses technology at the augmentation level (significant functional	Technology is mainly at the substitution level (no functional improvement)	Rarely uses technology effectively for instruction

improvement)

Demonstrating some use at the modification level (significant task re-design)

Beginning to use technology at the substitution level (rarely shows functional improvement)

## NOTES

### 2.4 Check For Understanding

#### Highly Effective

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

Teacher checks for understanding at higher levels by asking pertinent, scaffolding 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

#### Effective

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)

#### Improvement Necessary

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.

#### Ineffective

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

### 2.5 Modify Instruction As Needed

#### Highly Effective

*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*

#### Effective

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most

#### Improvement Necessary

Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be

#### Ineffective

Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so

	students	misguided and may not increase understanding for all students	frequently fail to increase understanding for students
Teacher anticipates student misunderstandings and preemptively addresses them	Teacher responds to misunderstandings with effective scaffolding techniques	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 only responds to misunderstandings by using teacher-driven scaffolding techniques
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

## NOTES

## 2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Lesson is accessible and challenging to almost all students	Lesson is not always accessible or challenging for students	Lesson is not aligned with developmental level of students (may be too challenging or too easy)
Lesson is accessible and challenging to all students	Teacher frequently develops higher-level understanding through effective questioning	Some questions used may not be effective in developing higher-level understanding (too complex or confusing)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.
Students are able to answer higher-level questions with meaningful responses	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.
Students pose higher-level questions to the teacher and to each other	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate	Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.
Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	Teacher gives up on students easily and does not encourage them to persist through difficult tasks
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)			

NOTES

2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Students arrive on time and are aware of the consequences of arriving late (unexcused)	Some students consistently arrive late (unexcused) for class without consequences	Students may frequently arrive late (unexcused) for class without consequences
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher	Class starts on-time	Class may consistently start a few minutes late	Teacher may frequently start class late.
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)	Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed	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
Students share responsibility for operations and routines and work well together to accomplish these tasks	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)	There is more than a brief period of time when students are left without meaningful work to keep them engaged	There are significant periods of time in which students are not engaged in meaningful work
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective	Teacher may delegate lesson time inappropriately between parts of the lesson	Teacher wastes significant time between parts of the lesson due to classroom management.
	Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	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	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson
	Master schedule of service delivery		

NOTES

2.8 Create Classroom Culture Of Respect And Collaboration

Highly Effective	Effective	Improvement Necessary	Ineffective
<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 respectful of their teacher and peers	Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms	Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance	Students are given opportunities to collaborate and support each other in the learning process	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	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention
Students reinforce positive character and behavior and discourage negative behavior amongst themselves	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both	Teacher rarely or never praises positive behavior
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher rarely or never addresses negative behavior
	Evidence of instruction on behavior goals across all settings		
	Evidence of implementation of positive behavior management plan		
	Environmental supports are in place		

## NOTES

## 2.9 Set High Expectations For Academic Success

Highly Effective	Effective	Improvement Necessary	Ineffective
<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>	Teacher sets high expectations for students of all levels	Teacher may set high expectations for some, but not others	Teacher rarely or never sets high expectations for students
Students participate in forming academic goals for themselves and analyzing their progress	Students are invested in their work and value academic success as evidenced by their effort and quality of their work	Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging	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 demonstrate high academic expectations for themselves	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)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers
Student comments and actions demonstrate that they are excited about their work and understand why it is important	Teacher celebrates and praises academic work.	Teacher may praise the academic work of some, but not others	Teacher rarely or never praises academic work or good behavior
	High quality work of all students is displayed	High quality work of a few, but not all	High quality work is rarely or never displayed



in the classroom

students, may be displayed in the classroom

in the classroom

## NOTES

### DOMAIN 3: TEACHER LEADERSHIP (15.00%)

#### 3.1 Seek Professional Skills And Knowledge

##### Highly Effective

*At Level 4, a teacher 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

Go above and beyond in seeking out opportunities to collaborate

##### Effective

*Teacher will:*

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

Seek out and participate in regular opportunities to work with other staff

##### Improvement Necessary

*Teacher will:*

Attend all mandatory professional development opportunities

Participate in occasional opportunities to work with and learn from others

*Teacher may not:*

Actively pursue optional professional development opportunities

Seek out ways to implement new practices into instruction

Accept constructive feedback well

##### Ineffective

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. Teacher rarely or never participates in opportunities to work with others

#### 3.2 Advocate For Student Success

##### Highly Effective

*At Level 4, a teacher 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

##### Effective

*Teacher will:*

Display commitment to the education of all his/her students

Attempt to remedy obstacles around student

##### Improvement Necessary

*Teacher will:*

Display commitment to the education of all his/her students

*Teacher may not:*

##### Ineffective

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

Make changes and take risks to ensure student success	Attempt to remedy obstacles around student achievement	Teacher may not:
	Advocate for students' individualized needs	Advocate for students' needs
	In a timely manner Gen Ed teachers have copies of IEP's	

### 3.3 Engage Families In Student Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally:	Teacher will:	Teacher will:	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.
Strives to form relationships in which parents are given ample opportunity to participate in student learning	Proactively reach out to parents in a variety of ways to engage them in student learning	Respond to contact from parents	
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Respond promptly to contact from parents	Engage in all forms of parent outreach required by the school	
	Engage in all forms of parent outreach required by the school (i.e., update the Skyward online grade book weekly, parent-teacher conferences, case conferences, etc.)	Teacher may not:	
		Proactively reach out to parents to engage them in student learning in a timely manner	
		Update the Skyward online grade book weekly	

## DOMAIN 4: CORE PROFESSIONALISM (Special Weighting)

### 4.1 Attendance

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

NOTES

4.2 On Time Arrival

**Meets  
Standard**

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

4.3 Policies And Procedures

**Meets  
Standard**

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

4.4 Respect

**Meets  
Standard**

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

**Does  
Not  
Meet  
Standard**

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner

## Domain 1: Planning and Preparation (25.00%)

### 1.1 Demonstrating Knowledge and skill of Speech-Language Pathology

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP displays little understanding of prerequisite knowledge and best practices important to enhancing student progress and function.	SLP is familiar with the important concepts in the discipline but displays lack of awareness of how therapeutic concepts relate to the educational system.	SLP displays solid knowledge of the important concepts in the discipline and how they relate to one another.	SLP displays extensive knowledge of the important concepts in the discipline and how these relate to school system practice and the interventions provided by other disciplines.
SLP displays little or no knowledge of laws and procedures governing SLPs.	SLP demonstrates an understanding of therapeutic discipline although knowledge is limited or incomplete.	SLP demonstrates accurate understanding of prerequisite relationships among therapy concepts and educational practice.	SLP demonstrates understanding of prerequisite relationships among therapy concepts and educational practice and understands the link to necessary components that ensure student progress and function.

### 1.2 Demonstrating Knowledge of Typical and Atypical Development

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP does not demonstrate understanding and knowledge of typical and atypical development and how development and special needs impact student progress and does not indicate that such knowledge is valuable.	SLP displays basic knowledge of how typical and atypical development and special needs impact student progress, but may overgeneralize this knowledge across student groups.	SLP demonstrates clear understanding and application of typical and atypical development of students with special needs.	SLP demonstrates extensive knowledge of typical and atypical development of students with special needs.
		SLP purposefully acquires knowledge from several sources about students' development and skills, special needs, and performance.	SLP also uses knowledge to systematically problem-solve and plan using knowledge from research based sources that address individual students' development, skills, special needs, culture, interests, language proficiency, and performance.

### 1.3 Establishing goals for the therapy program

Unsatisfactory	Needs Improvement	Proficient	Excellent
IEP goals do not exist or are not measurable	IEP goals are partially suitable to the	IEP goals are rigorous and address specific	IEP goals represent a high level of

and do not reflect important progress in area of student need.

Goals are inappropriate to either the situation, student age, or needs of the student.

situation, age, or needs of the student.

Goals are measurable but reflect limited suitability for the student's age, needs and situation.

and important student needs.

Goals are clear, measurable and suggest viable methods of assessment.

Goals are suitable for student's age, needs and situation, and are applicable for integration into the student's educational curriculum.

understanding of how to assimilate therapeutic strategies into the educational curriculum.

Goals are clear, measurable and understood by a variety of team members, including parents.

Goals permit viable methods of assessment and allow for progress.

#### 1.4 Knowledge of Resources and Developing Interventions

##### Unsatisfactory

Therapy program consists of a random collection of unrelated activities, lacking alignment or an overall structure.

SLP is unaware of resources to assist student progress.

##### Needs Improvement

SLP's plan has a guiding principle and includes a number of worthwhile activities, but some do not fit the overall program goal or do not fit a sequential progression of skill development

SLP displays limited awareness and inconsistent application of resources.

##### Proficient

SLP has developed an aligned, sequential plan that supports individual needs of students.

The therapeutic activities correlate with educational programming and represent appropriate challenges to student functioning.

SLP demonstrates awareness of resources and applies resources effectively with students.

##### Excellent

SLP's plan is sequentially aligned, serves to support students individually within the broader educational program, and considers the long-term effects.

The SLP blends therapeutic activities skillfully into the student's educational program.

The SLP incorporates varied resources appropriately for the individual needs of the student.

#### 1.5 Developing a Plan to Evaluate Students

##### Unsatisfactory

Assessment procedures are not consistent with student needs and therapeutic outcomes, and contain no criteria by which student performance will be assessed.

SLP has no plan to incorporate baseline assessments in the therapy plan.

##### Needs Improvement

Assessment procedures are generic and data collection is inconsistent.

Assessment criteria and standards have been developed, but they are not clear.

Baseline assessments are included in only some of the therapeutic outcomes.

##### Proficient

Assessment procedures are clear and organized to reflect individual student growth toward identified goals.

SLP has an established plan to collect data to support therapeutic services incorporating baseline assessment.

##### Excellent

Therapeutic goals can be monitored by the SLP's assessment plan, which includes student performance throughout the entire school day.

The assessment plan has clear criteria for identifying student performance.

When appropriate, the plan allows student contribution or feedback as part of the

			process.
			Data collection is skillfully designed, includes baseline assessment and developed in collaboration with the team.

## Domain 2: The Environment (25.00%)

### 2.1 Creating an Environment of Respect and Rapport

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP's interactions with students are negative or inappropriate; students appear uncomfortable in the environment.	SLP's interactions with students are a mix of positive and negative; the SLP's efforts at developing rapport are partially successful.	SLP's interactions with students are positive and respectful; students appear comfortable in the environment.	Students seek out the SLP, reflecting a high degree of comfort and trust in the relationship.

### 2.2 Establishing a Therapeutic Environment

Unsatisfactory	Needs Improvement	Proficient	Excellent
The therapeutic environment is characterized by a lack of SLP or student commitment to progress, and/or little or no investment of student energy in the task at hand.	The therapeutic environment is characterized by little commitment by SLP or students.	The therapeutic environment is a place where progress is valued by all, with high expectations for both learning and hard work being the norm for most students.	The therapeutic environment is rigorous, characterized by a shared belief in the importance of progress.
Hard work is not expected or valued.	Students inconsistently understand expectations.	To the best of their ability, students understand expectations and expend effort.	SLP conveys high expectations and insists on hard work; students assume responsibility for learning, participation, and independence.
Low or no expectations for student progress are the norm.	SLP conveys that student success is the result of natural ability rather than hard work.	Interactions support a high level of learning, participation, and independence.	
	Minimal expectations for student progress are the norm.		

### 2.3 Managing Time, Procedures and Physical Space

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP exercises poor judgment in managing priorities, resulting in confusion, missed deadlines, and conflicting schedules.	SLP's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	SLP exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	SLP demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.

Much learning time is lost.	Some learning time is lost.	There is little loss of learning time.	Learning time is maximized.
Given available resources, there is poor use of physical space and materials.	The therapeutic environment is safe.	Given available resources, the therapeutic environment is safe and uses physical space and materials effectively.	SLP demonstrates a well-thought out use of other staff present, physical space, materials, and technology.
	Given available resources, SLP makes modest use of physical space and materials.		SLP and students work together to ensure that the physical arrangement is appropriate to the learning activities when applicable.

## 2.4 Managing Student Behavior

Unsatisfactory	Needs Improvement	Proficient	Excellent
No standards of conduct have been established, and SLP disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the therapy setting.	Standards of conduct have been established and are maintained during the therapy session.	Standards of conduct have been established for the therapy setting and are consistently maintained.
	SLP attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	SLP monitors student behavior against those standards; response to students is appropriate and respectful.	SLP's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

## Domain 3: Delivery of Services (25.00%)

### 3.1 Communicating with Students

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP's language leaves students confused.	SLPs attempt to explain the activity has limited success, and/or directions must be clarified.	The instructional purpose of the activity is clearly communicated to students.	SLP links the instructional purpose of the activity to the educational program.
The instructional purpose of the activity is unclear to the student, and directions are confusing.	SLP's instruction does not invite the student to engage in the activity.	Directions and procedures are explained clearly and may be modeled.	The directions and procedures are clear and anticipate possible student misunderstanding.
	The SLP does not take into account the individualized level of communicative ability.	Individual communication abilities of the student are considered when providing instruction.	Students contribute to the content of the activity by demonstrating practical application of the skill or strategy.
	SLP's spoken and written language is correct but uses vocabulary that is either limited or not fully appropriate to the audience.		

### 3.2 Developing and Implementing treatment plans

Unsatisfactory	Needs Improvement	Proficient	Excellent
Therapy services are not suited to the students' ability level and may not be individually designed to meet student needs.	Therapy services are not consistently suited to the students' ability level and may not be fully individualized to meet student needs.	Therapy services are suited to the students' ability level and based on current levels of performance and are individualized to meet student needs.	SLP uses innovative and evidence-based treatments that are suited to the students' ability level and are individualized to meet students' needs.
SLP is unaware of students' needs and responses to programming.	SLP is aware of students' needs and responses to programming, but may inconsistently implement and adapt services.	SLP is aware of students' needs and responses to programming.	SLP skillfully enables students to contribute to decisions regarding their own therapy program, when applicable.
		SLP consistently implements and adapts services in response to student needs.	SLP skillfully implements and adapts services in response to student needs.

### 3.3 Engaging Students in the Therapy Process

Unsatisfactory	Needs Improvement	Proficient	Excellent
Activities, materials, and resources are poorly aligned with the instructional outcomes and plans.	The activity has a recognizable structure and the activities, materials, and resources align to the instructional outcomes and plans.	The activity is aligned with instructional outcomes and activities, materials, and resources are used to challenge student's ability level.	The activity is fully aligned with instructional outcomes and activities.
Students are minimally engaged in the activity.	The pacing or approach of the therapy session may result in inconsistent student engagement.	The session has a clearly defined structure, and the pacing and approach of the session is appropriate, providing most students the multiple opportunities to be actively engaged.	Students are actively engaged through well-implemented therapy tasks using an extensive range of activities, materials, and resources.
The therapy session has no clearly defined structure or approach, or the pace of the session is too slow or rushed.			SLP provides suitable scaffolding and challenges individual students' ability level.
			The session has a clearly defined structure, and the pacing and approach of the session provides students opportunities to practice activities independently in the therapy session.

### 3.4 Using Assessment/Evaluation to Guide Therapy

Unsatisfactory	Needs Improvement	Proficient	Excellent
Assessment methods or tools are administered incorrectly or are inappropriate	Assessment methods or tools are appropriate, but may not be ideally matched	Assessment methods or tools are chosen individually for each student/group and	SLP skillfully chooses, designs, and administers assessments.



for student characteristics, needs, or goals.	to student characteristics, needs, or goals.	administered correctly.	
There is no attempt to engage the student in the assessment process.	Assessment administration may be inefficient.	When appropriate, students are given opportunity to assess their own performance.	SLP continuously assesses student performance during treatment.
SLP does not provide feedback, feedback is of uniformly poor quality, or is not in a timely manner in regards to the therapy program.	Some useful information is gathered, but student progress is not assessed consistently as needed to determine success of therapy services.	Information gathered is used consistently to determine progress.	Students are given the opportunity to self-assess and monitor their own progress within the therapy program when appropriate.
	Feedback is inconsistent in quality or vague.		SLP successfully differentiates assessment methods to anticipate a range of responses and plan accordingly.

### 3.5 Demonstrating Flexibility and Responsiveness

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP adheres rigidly to a therapy session in spite of evidence of poor student response.	When needed, the SLP adjusts the therapy session to accommodate and respond to student questions and interests meets with mixed results.	When needed, SLP makes smooth adjustments to the therapy session.	SLP seizes an opportunity to enhance student performance, building on a spontaneous event or student interests.
SLP ignores questions; when students have difficulty making progress, SLP does not accept responsibility for lack of student success.	SLP accepts responsibility for the student progress, but has only a limited repertoire of strategies to use.	SLP successfully accommodates student and staff needs.	Using a repertoire of therapeutic strategies and soliciting additional resources and input from parents and teachers, SLP persists in seeking effective approaches for students.
Does not utilize input from parents and teachers.	Inconsistently seeks input from parents and teachers.	Using a repertoire of strategies, SLP persists in seeking approaches for students who have difficulty making progress toward therapy goals, including input from parents and teachers.	

## Domain 4: Professional Responsibilities (25.00%)

### 4.1 Reflecting on Practice

Unsatisfactory	Needs Improvement	Proficient	Excellent
SLP does not know whether a lesson was effective or achieved its goals, or SLP profoundly misjudges the success.	SLP has a generally accurate impression of therapy's effectiveness and the extent to which goals were met.	SLP makes an accurate assessment of therapy's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	SLP makes a thoughtful and accurate assessment of therapy's effectiveness and the extent to which it achieved its goals, citing specific examples and weighing the relative strengths of each.
SLP has no suggestions for how a program	SLP makes general suggestions about how a	SLP makes specific suggestions about how a	Drawing on an extensive repertoire of skills,

could be improved.

program could be improved.

program could be improved.

SLP offers specific alternative actions, complete with the probable success of different courses of action.

#### 4.2 Maintaining Accurate Records

##### Unsatisfactory

SLP's system for maintaining student records is nonexistent or in disarray.

##### Needs Improvement

SLP's system for maintaining student records is ineffective and requires oversight to maintain compliance with department and legal guidelines.

##### Proficient

SLP's system for maintaining student records is effective and compliant with department, district and legal guidelines.

##### Excellent

SLP's system for maintaining student records is effective, efficient, and is compliant with department, district and legal guidelines.

#### 4.3 Communicating with Families

##### Unsatisfactory

SLP provides little information about the therapy program to families; SLP's communication about students' progress is minimal.

SLP does not respond to or responds insensitively to parental concerns.

##### Needs Improvement

SLP makes sporadic attempts at communication with families about the therapy program and about the progress of individual students but does not attempt to engage families in the therapy program.

Moreover, the communication that does take place may not be culturally sensitive to those families.

##### Proficient

SLP provides appropriate information to families about the therapy program and conveys information about individual student progress in a culturally sensitive manner.

SLP makes attempts to engage families in the therapy program.

##### Excellent

SLP proactively communicates with families in a culturally sensitive manner, with students contributing to the conversation when appropriate.

SLP responds to family concerns with professional and cultural sensitivity.

SLP's efforts to engage families in the therapy program are thorough and successful.

#### 4.4 Growing and Developing Professionally

##### Unsatisfactory

SLP's relationships with colleagues are negative and/or self-serving.

SLP does not participate in a professional learning community.

SLP does not accept feedback from colleagues and/or supervisors.

##### Needs Improvement

SLP maintains collegial relationships with colleagues to fulfill duties.

SLP attends a professional learning community.

SLP reluctantly accepts feedback from colleagues and supervisors.

##### Proficient

Relationships with colleagues are characterized by mutual support.

SLP welcomes feedback from colleagues and supervisors.

SLP actively participates in a professional learning community.

##### Excellent

Relationships with colleagues are characterized by mutual support and cooperation and includes assisting other educators.

SLP seeks and welcomes feedback from colleagues and supervisors.

SLP takes a leadership role in a professional learning community.

SLP participates in professional activities to a limited extent.

SLP seeks out opportunities for professional development to enhance knowledge and skills.

#### 4.5 Showing Professionalism

##### Unsatisfactory

SLP displays dishonesty in interactions with colleagues, students, and the public.

SLP is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.

SLP makes decisions and recommendations that are based on self-serving interests.

SLP needs reminders to comply with district, state, and professional regulations.

##### Needs Improvement

SLP is honest in interactions with colleagues, students, and the public.

SLP's attempts to serve students are inconsistent and does not knowingly contribute to some students being ill served by the school.

SLP's decisions and recommendations are based on limited though genuinely professional considerations.

SLP inconsistently complies with school and district, state, and professional regulations.

##### Proficient

SLP displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public

SLP is active in serving students, working to ensure that all students receive a fair opportunity to succeed

SLP maintains an open mind in team or departmental decision making

SLP complies with school and district, state, and professional regulations.

##### Excellent

SLP can be counted on to hold the highest standards of honesty, integrity, and confidentiality with colleagues, students, and the public

SLP is highly proactive in serving students, seeking out resources when needed.

SLP takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

SLP complies fully with school and district, state, and professional regulations, taking a leadership role with colleagues.

# Instructional Coach/Data Coach Effectiveness Rubric (v.2023)

Printed November 1, 2022

## Domain 1: Planning and Preparation (27.00%)

### 1.1 Demonstrates knowledge of current trends in specialty area and professional development

#### Highly Effective

Knowledge of specialty area and trends in professional development are wide and deep; coach is regarded as an expert by colleagues

#### Effective

Demonstrates thorough knowledge of specialty area and trends in professional development

#### Improvement Necessary

Demonstrates basic familiarity with specialty area and trends in professional development

#### Ineffective

Demonstrates little or no familiarity with specialty area or trends in professional development

### 1.2 Demonstrates knowledge of the school's program and levels of teacher skill in delivering that program

#### Highly Effective

Deeply familiar with the school's program. Works to shape program's future direction and actively seeks information as to teacher skill in that program

#### Effective

Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program

#### Improvement Necessary

Demonstrates basic knowledge of the school's program and of teacher skill in delivering that program

#### Ineffective

Demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program

### 1.3 Establishes goals for the program appropriate to the setting and the teachers served

#### Highly Effective

Goals for the support program are highly appropriate to the situation and the needs of the staff. Goals have been developed following consultations with administrators and colleagues

#### Effective

Goals for the support program are clear and are suitable to the situation and the needs of the staff

#### Improvement Necessary

Goals for the support program are rudimentary and are partially suitable to the situation and the needs of the staff

#### Ineffective

No clear goals for the support program and/or they are inappropriate for either the situation or the needs of the staff

### 1.4 Demonstrates knowledge of resources, both within and beyond the school and district

#### Highly Effective

Actively seeks out new resources from a wide range of sources to enrich teacher skills in implementing the school's program

#### Effective

Fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills

#### Improvement Necessary

Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills

#### Ineffective

Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills

### 1.5 Plans support program integrated with the overall school program

**Highly Effective**

Plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers. Plan has been developed following consultation with administrators and teachers

**Effective**

Plan is well designed to support teachers in the improvement of instructional skills

**Improvement Necessary**

Plan has a guiding principle and includes a number of worthwhile activities, but some are not conducive with broader goals

**Ineffective**

Plan consists of a random collection of unrelated activities lacking coherence or an overall structure

**1.6 Develops a plan to evaluate support program****Highly Effective**

Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis

**Effective**

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

**Improvement Necessary**

Plan to evaluate is rudimentary in evaluating the support program

**Ineffective**

No plan to evaluate the program and/or resists suggestion that such an evaluation is important

**Domain 2: Environment (23.00%)****2.1 Creates an environment of trust and respect****Highly Effective**

Relationships with the coach are highly respectful and trusting with many contacts initiated by teachers

**Effective**

Relationships with the coach are respectful, with some contacts initiated by teachers

**Improvement Necessary**

Relationships with the coach are cordial; teachers don't resist initiatives established by the specialist

**Ineffective**

Teachers are reluctant to request assistance from the coach, fearing that such a request will be treated as a sign of deficiency

**2.2 Establishes a culture for ongoing instructional improvement****Highly Effective**

Established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coach

**Effective**

Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills

**Improvement Necessary**

Teachers do not resist the offerings of support from the coach

**Ineffective**

Conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement

**2.3 Establishes clear procedures for teachers to gain access to support****Highly Effective**

Procedures for access to support are clear to

**Effective**

Establishes clear procedures for teachers to

**Improvement Necessary**

Some procedures are clear to teachers,

**Ineffective**

When teachers want to access assistance

all teachers and have been developed following consultation with administrators and teachers

use in gaining access to support

whereas others are not

from the coach they are not sure how to go about it

## 2.4 Establishes and maintains norms of behavior for professional interactions

### Highly Effective

Establishes and displays clear norms of mutual respect for professional interaction

### Effective

Establishes clear norms of mutual respect for professional interaction

### Improvement Necessary

Efforts to establish norms of professional conduct are partially successful

### Ineffective

No norms of professional conduct have been established

## 2.5 Organizes physical space for workshops or training

### Highly Effective

Makes highly effective use of the physical environment, with teachers contributing to the physical arrangement

### Effective

Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities

### Improvement Necessary

The physical environment does not impede workshop activities

### Ineffective

Makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities

## Domain 3: Service Delivery (23.00%)

## 3.1 Collaborates with teachers in the design of instructional programs

### Highly Effective

Initiates collaboration with classroom teachers in the design of instructional programs accessing outside resources when necessary

### Effective

Initiates collaboration with classroom teachers in the design of instructional programs

### Improvement Necessary

Collaborates with classroom teachers in the design of instructional programs when specifically asked to do so

### Ineffective

Declines to collaborate with classroom teachers in the design of instruction programs

## 3.2 Engages teachers in learning new instructional skills

### Highly Effective

Teachers are highly engaged in acquiring new skills and take initiative in suggesting new areas for growth

### Effective

All teachers are engaged in acquiring new skills

### Improvement Necessary

Efforts to engage teachers in professional learning are partially successful with some participating

### Ineffective

Teachers decline opportunities to engage in professional learning

## 3.3 Shares expertise with staff

**Highly Effective**

Quality of support and training provided to staff is uniformly high and appropriate to the needs of the teachers being served. Coach conducts extensive follow-up work with teachers

**Effective**

Quality of support and training provided to staff is uniformly high and appropriate to the needs of the teachers being served

**Improvement Necessary**

Quality of support and training provided to staff is mixed, at times appropriate to the needs of the teachers being served

**Ineffective**

Quality of support and training provided to the staff is inappropriate to the needs of the teachers being served

**3.4 Locates resources for teachers to support instructional improvement****Highly Effective**

Highly proactive in locating resources for instructional improvement for teachers, anticipating their needs

**Effective**

Locates resources for instructional improvement for teachers when asked to do so

**Improvement Necessary**

Efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available

**Ineffective**

Fails to locate resources for instructional improvement for teachers, even when specifically requested to do so

**3.5 Demonstrates flexibility and responsiveness****Highly Effective**

Continually seeks ways to improve the support program and makes changes as needed in response to student, parent, or teacher input

**Effective**

Makes revisions to the support program when it is needed

**Improvement Necessary**

Makes modest changes to the support program when confronted with evidence of the need for change

**Ineffective**

Adheres to plan in spite of evidence of its inadequacy

**Domain 4: Professional Responsibility (27.00%)****4.1 Reflects on practice****Highly Effective**

Reflection is highly accurate and perceptive, citing specific examples. Demonstrates extensive repertoire to suggest alternative strategies accompanied by a prediction of the likely consequences of each

**Effective**

Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the program might be improved

**Improvement Necessary**

Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved

**Ineffective**

Does not reflect on practice, or the reflections are inaccurate or self-serving

**4.2 Prepares and shares information and reports****Highly Effective****Effective****Improvement Necessary****Ineffective**

Anticipates and responds to teacher needs when preparing information and reports. Procedures are followed. Submissions are made on time

Procedures are followed. Information and reports are submitted on time

Efforts to prepare information and reports are partially successful. Procedures are sometimes followed. Submissions are sometimes submitted on time

Does not follow established procedures for preparing and sharing information and reports

#### 4.3 Coordinates work with other coaches

##### Highly Effective

Takes a leadership role in coordinating projects with other coaches within and beyond the district

##### Effective

Initiates efforts to collaborate with other coaches within the district

##### Improvement Necessary

Responds positively to the efforts of other coaches within the district to collaborate

##### Ineffective

Makes no effort to collaborate with other coaches within the district

#### 4.4 Participates in a professional community

##### Highly Effective

Makes substantial contributions to school and district events and projects and assumes a leadership role with colleagues

##### Effective

Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues

##### Improvement Necessary

Relationships with colleagues are cordial, and the coach participates in school and district events and project when specifically requested

##### Ineffective

Relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects

#### 4.5 Engages in professional development

##### Highly Effective

Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences

##### Effective

Seeks out opportunities for professional development based on an individual assessment of need

##### Improvement Necessary

Participation in professional development activities is limited to those that are convenient or required

##### Ineffective

Participation in professional development activities is limited to those that are convenient or required. Coach does not participate in professional development activities that are needed for the enhancement of skills

#### 4.6 Shows professionalism, including integrity and confidentiality

##### Highly Effective

Can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality

##### Effective

Displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality

##### Improvement Necessary

Honest in interactions with colleagues and respects norms of confidentiality

##### Ineffective

Displays dishonesty in interactions with colleagues and violates norms of confidentiality



# Elwood Career and Technical Education CTE Teacher Evaluation Rubric (v.2023)

Printed November 1, 2022

## Domain 1: Instruction (75.00%)

### 1.1 Develop Student Understanding and Mastery of Lesson Objectives

#### Highly Effective

Students can demonstrate what they are learning and why it is important, beyond repeating the stated objective.

Students demonstrate through work or comments that they understand the connection between the current lesson and prior knowledge.

#### Effective

Lesson objective is specific, measurable, and aligned to curriculum.

Importance of the objective is explained and able to be referenced by students so that students understand its purpose.

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 toward mastery of the objective.

#### Improvement Necessary

Lesson objective is unclear and may not be aligned to curriculum or measurable.

CTE teacher attempts unsuccessfully to explain the importance of the objective or does not make the objective visible to students.

CTE teacher's attempts to build on students' prior knowledge are somewhat effective but need improvement.

Lesson is somewhat disorganized and/or its connection with mastery of the objective is unclear.

#### Ineffective

Lesson objective is missing.

CTE teacher fails to discuss importance of objective or there is no clear understanding among students as to why the objective is important.

CTE teacher fails to connect objective to prior knowledge of students.

Lesson is disorganized and does not lead to mastery of objective.

### 1.2 Demonstrates and Clearly Communicates CTE Content, Literacy, and Math Knowledge to Students

#### Highly Effective

CTE teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.

CTE teacher generates excitement and interest in the content.

Students ask high-order questions and make connections independently, demonstrating that they understand the content at a higher level.

#### Effective

CTE teacher demonstrates content knowledge and delivers content that is factually correct.

Content is clear, concise, and well organized.

CTE teacher restates and rephrases instruction in multiple ways to increase understanding.

CTE teacher emphasizes key concepts in content.

#### Improvement Necessary

CTE teacher occasionally demonstrates content knowledge or delivers content that is partially correct.

Content lacks clarity, concision, or organization.

CTE teacher occasionally restates or rephrases instruction in multiple ways to increase understanding.

CTE teacher does not adequately emphasize key concepts in content.

#### Ineffective

CTE teacher rarely or never demonstrates content knowledge and/or delivers content that is factually incorrect.

Content lacks clarity, concision, and organization.

CTE teacher rarely or never restates or rephrases instruction in multiple ways to increase understanding.

CTE teacher does not emphasize key concepts in content.

CTE teacher ensures that state adopted Literacy Standards for CTE are integrated when applicable.

CTE teacher ensures math strategies for CTE are integrated when applicable.

CTE teacher uses developmentally appropriate language and explanations.

CTE teacher consistently integrates state adopted Literacy Standards for CTE when applicable.

CTE teacher consistently integrates math strategies for CTE when applicable.

CTE teacher occasionally uses developmentally appropriate language.

CTE teacher attempts to integrate state adopted Literacy Standards for CTE when applicable.

CTE teacher attempts to integrate state adopted math strategies for CTE when applicable.

CTE teacher rarely or never uses developmentally appropriate language.

CTE teacher shows no evidence of implementing Literacy Standards for CTE.

The CTE teacher shows no evidence of implementing math strategies for CTE.

### 1.3 Engages Students in Learning

#### Highly Effective

CTE teacher provides ways to engage with learning that significantly promotes student mastery of the objective.

CTE teacher provides differentiated ways of engaging with learning specific to individual student needs.

#### Effective

Students are actively engaged in learning and on task most of the time.

CTE teacher provides multiple ways, as appropriate, of engaging in learning, all aligned to the lesson objective.

CTE teacher sustains the attention of the class by maintaining a dynamic presence.

Ways of engaging with content reflect different learning modalities or intelligences.

CTE teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that students are engaged.

CTE teacher provides appropriate accommodations to engage students in learning.

The lesson progresses at an appropriate pace.

CTE teacher effectively integrates meaningful technology as appropriate as a tool to engage students in learning.

#### Improvement Necessary

Students are actively engaged in learning, and some may be off task a significant amount of time.

CTE teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or meaningful learning.

CTE teacher attempts to sustain the attention of the class by maintaining a presence.

Ways of engaging with content reflect an attempt to use different learning modalities or intelligences.

CTE teacher attempts to adjust lesson accordingly to accommodate for student prerequisite skills and knowledge so that students are engaged.

CTE teacher attempts to provide appropriate accommodations to engage students in learning.

The pace of the lesson is occasionally too fast or too slow, or it is uneven.

CTE teacher uses technology that is not suited to the learning objective or is not integrated well into the lesson.

#### Ineffective

Students are not engaged in learning, and many are off task much of the time.

CTE teacher may only provide one way of engaging with content OR CTE teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or meaningful learning.

CTE teacher does not attempt or fails to sustain the attention of the class by maintaining a presence.

Ways of engaging with content reflect no attempt to use different learning modalities or intelligences.

CTE teacher makes no attempt to adjust instruction for students who do not have the prerequisite skills and knowledge so that students are engaged.

CTE teacher makes no attempt to provide appropriate accommodations to engage students in learning.

The pace of the lesson is frequently too fast or too slow, or it is disjointed.

CTE teacher does not use technology in instances when suitable technology tools exist that would improve student learning.

CTE Teacher provides students with opportunities for enrichment or remediation if time allows.

CTE teacher effectively enhances student learning through the integration of meaningful technology to enhance

collaboration, communication, critical thinking, and/or creativity.

#### 1.4 Check for Understanding

##### Highly Effective

CTE teacher checks for understanding at higher levels by asking scaffolded questions that push thinking and reveal level of understanding.

CTE teacher uses open-ended questions to determine common misunderstandings and assess student mastery of learning at a range of both lower and higher-order thinking.

##### Effective

CTE teacher uses a variety of methods to check for understanding.

CTE teacher checks for understanding at almost all key moments.

CTE teacher uses wait time effectively both after posing a question and before helping students think through a response.

CTE teacher systematically assesses every student's mastery of the objective(s) through formal or informal assessments.

##### Improvement Necessary

CTE teacher uses few methods to check for understanding.

CTE teacher occasionally checks for understanding but misses several key moments.

CTE teacher occasionally uses wait time effectively both after posing a question and before helping students think through a response.

CTE teacher occasionally assesses student mastery of the objective(s) through formal or informal assessments.

##### Ineffective

CTE teacher uses one method to check for understanding.

CTE teacher rarely or never checks for understanding or misses nearly all key moments.

CTE teacher rarely or never uses wait time effectively both after posing a question and before helping students think through a response.

CTE teacher rarely or never assesses for mastery of the objective(s).

#### 1.5 Modify Instruction as Needed

##### Highly Effective

CTE teacher anticipates student misunderstandings and preemptively addresses them.

CTE teacher modifies instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.

##### Effective

CTE teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students.

CTE teacher plans differentiated delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.

CTE teacher appropriately responds to misunderstandings with effective, CTE teacher-driven and/or student-driven scaffolding techniques.

##### Improvement Necessary

CTE teacher attempts to make adjustments to instruction based on checks for understanding, but these attempts do not increase understanding for most students.

CTE teacher occasionally plans differentiated delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.

CTE teacher primarily responds to misunderstandings by using CTE teacher-driven scaffolding techniques when student-driven techniques could have been more effective.

##### Ineffective

CTE 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.

CTE teacher fails to plan differentiated delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.

CTE teacher responds to misunderstandings by using only CTE teacher-driven scaffolding techniques.

	CTE teacher continues to try to address misunderstanding with different techniques if the first try is unsuccessful.	CTE teacher persists in using a particular technique for responding to a misunderstanding, even when it is unsuccessful.	CTE teacher fails to recognize the need to adjust techniques to respond to misunderstandings.
CTE teacher consistently and effectively communicates with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.	CTE teacher effectively communicates with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.	CTE teacher minimally communicates with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.	CTE teacher fails to communicate with the resource instructor regarding IEP accommodations and modifications to ensure adjustments are made prior to assignments being administered.

## 1.6 Develop Higher Level of Understanding Through Effective Planning, Rigorous Instruction and Work

Highly Effective	Effective	Improvement Necessary	Ineffective
Based on Indiana Department of Education's Course Standards, the CTE teacher builds a curriculum map and consistently plans daily lessons that provide opportunities for students to analyze, evaluate, and create.	Based on Indiana Department of Education's Course Standards, the CTE teacher builds a curriculum map and plans daily lessons that provide opportunities for students to analyze, evaluate, and create.	Based on Indiana Department of Education's Course Standards, the CTE teacher builds a curriculum map and minimally plans daily lessons that provide opportunities for students to analyze, evaluate, and create.	Based on Indiana Department of Education's Course Standards, the CTE teacher fails to build a curriculum map and plan daily lessons that provide opportunities for students to analyze, evaluate, and create.
CTE teacher consistently asks higher-level questions, and students answer with meaningful responses.	CTE teacher makes lessons accessible by challenging students at the appropriate level.	CTE teacher occasionally makes lessons accessible by challenging students at the appropriate level.	CTE teacher fails to make lessons accessible by challenging students at the appropriate level.
CTE teacher develops students' ability to pose higher-level questions.	CTE teacher frequently develops higher-level understanding through questioning.	CTE teacher occasionally develops higher-level understanding through questioning.	CTE teacher fails to ask higher-level questions.
	CTE teacher's instruction challenges most students through differentiation of instruction based on each student's level of understanding.	CTE teacher's instruction attempts to challenge most students through differentiation of instruction based on each student's level of understanding.	CTE teacher's instruction rarely or never attempts to challenge students through differentiation of instruction based on each student's level of understanding.
CTE teacher fosters the students' abilities to create their own opportunities to practice, apply, and demonstrate learning.	CTE teacher provides students with opportunities to meaningfully practice, apply, and demonstrate learning.	CTE teacher provides students with some opportunities to meaningfully practice and apply concepts, but instruction is more CTE teacher directed than appropriate.	CTE teacher rarely or never provides students with opportunities to meaningfully practice and apply concepts, and instruction is CTE teacher directed.
CTE teacher encourages students' interest in learning by providing opportunities to transfer and apply content and skill.	CTE teacher encourages and helps students to work hard toward mastering the objective even when faced with difficult task.	CTE teacher sometimes encourages students to work hard but does not persist in helping students work toward mastering the objective.	CTE teacher gives up on students easily and does not encourage them to persist through difficult tasks in helping students work toward mastering the objective.
When absent, CTE teacher creates and leaves substitute lesson plans that contain an ample amount of relevant assignments and/or activities; the plans also include sufficient information regarding classroom	When absent, CTE teacher creates and leaves substitute lesson plans that contain an ample amount of relevant assignments and/or activities; the plans also include sufficient information regarding classroom	When absent, CTE teacher creates and leaves lesson plans that contain assignments and/or activities. The teacher may not provide enough work to keep the students engaged for the entire session and/or may	When absent, CTE teacher does not leave sufficient plans or classroom management policy/procedure information.

management policies and procedure. Additional materials or resources are left for the substitute should students finish early or original plans fail.

management policies and procedures.

not include sufficient classroom management policies and procedures.

## 1.7 Maximize Instructional Time

### Highly Effective

CTE teacher creates a classroom environment in which students share responsibility for operations and routines.

### Effective

CTE teacher's procedures generally cause students to arrive on time, and students are aware of the consequences of arriving late (unexcused).

CTE teacher begins class on time.

CTE teacher executes routines, transitions, and procedures well.

CTE teacher allows students to be unengaged in meaningful work only for brief periods of time.

CTE teacher appropriately allocates time among parts of the lesson.

CTE teacher provides little to no prompting to cause students to be on task.

CTE teacher addresses rare disruptive behaviors and off-task conversations without major interruption to the lesson.

### Improvement Necessary

CTE teacher allows some students to consistently arrive late (unexcused) without consequences.

CTE teacher sometimes starts class late.

Routines, transition and procedures are in place, but CTE teacher must supply significant direction or prompting to cause students to follow them.

CTE teacher allows students to be without meaningful work for more than a brief period of time.

CTE teacher sometimes allocates time appropriately among parts of the lesson.

CTE teacher must prompt students to follow instructions and remain on task.

CTE teacher must frequently stop the lesson to address disruptive behaviors and off-task conversations.

### Ineffective

CTE teacher frequently imposes no consequences for students who arrive late (unexcused).

CTE teacher frequently starts class late.

Few or no evident routines or procedures are in place. CTE teacher's instructions leave students unclear about what they should be doing and dependent on CTE teacher's direction at all times.

CTE teacher allows students to remain unengaged in meaningful work for significant periods of time.

CTE teacher rarely or never allocates time appropriately among parts of the lesson.

CTE teacher allows students to disregard directions and remain off task despite significant prompting.

CTE teacher's efforts to address students' disruptive behaviors are unsuccessful.

## 1.8 Create Classroom Culture of Respect, Collaboration, and Safety

### Highly Effective

CTE teacher creates a class culture in which students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance when appropriate.

CTE teacher interacts with students

### Effective

CTE teacher establishes a classroom environment in which students are respectful of their CTE teacher and peers.

CTE teacher has a good rapport with

### Improvement Necessary

CTE teacher establishes a classroom environment in which students are occasionally respectful of their CTE teacher and peers.

CTE teacher has a good rapport with

### Ineffective

CTE teacher establishes a classroom environment in which students are rarely or never respectful of their CTE teacher and peers.

CTE teacher has a good rapport with

CTE teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the CTE teacher.

CTE teacher has a good rapport with students and shows genuine interest in their thoughts and opinions.

CTE teacher lacks a good rapport with students or lacks genuine interest in their thoughts and opinions.

CTE teacher lacks a good rapport with students and lacks genuine interest in their thoughts and opinions and may treat students disrespectfully.

CTE teacher provides opportunities for students to collaborate and support each other in the learning process.

CTE teacher occasionally provides opportunities for students to collaborate and support each other in the learning process.

CTE teacher rarely or never provides opportunities for students to collaborate and support each other in the learning process.

CTE teacher creates a class culture in which students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

CTE teacher reinforces positive character and behavior, focused on college and career readiness, and uses consequences appropriately to discourage unproductive behavior.

CTE teacher occasionally praises positive character and behavior and/or occasionally uses consequences for unproductive behavior.

CTE teacher rarely or never praises positive character and behavior and rarely or never uses consequences for unproductive behavior.

CTE teacher establishes a classroom environment in which students feel safe to take on challenges, risk failure, or ask questions; students do not feel bad about answering incorrectly.

CTE teacher's classroom environment sometimes discourages students from asking questions or taking risks; students are sometimes ignored or scolded for answering incorrectly.

CTE teacher's classroom environment often discourages students from asking questions or taking risks; students are ridiculed or chastised for answering incorrectly.

The CTE teacher completes proper safety forms, training, and testing with all students in a timely manner that shows the importance of this training.

CTE teacher completes proper safety forms, training, and testing with all students.

CTE teacher attempts to complete proper safety forms, training, and testing with some students.

CTE teacher fails to complete proper safety forms, training, and testing with all students.

CTE teacher shows regard for ongoing student safety.

CTE teacher shows little regard for ongoing student safety.

CTE teacher shows little or no regard for ongoing student safety.

## 1.9 Set High Expectations for Academic Success

### Highly Effective

CTE teacher involves students in forming achievement goals for themselves and analyzing their progress.

### Effective

CTE teacher sets high expectations for students of all levels.

CTE teacher causes students to be excited about their work, to exert great effort, and to value academic successes.

CTE teacher inspires students to demonstrate high expectations for their academic successes

CTE teacher acknowledges student academic successes.

CTE teacher implements a plan to transition to post-secondary education or training plan for all students.

CTE teacher implements a plan for the transition of students to post-secondary education or training for the majority of students.

### Improvement Necessary

CTE teacher sets high expectations for some students but not others.

CTE teacher allows students to settle for minimal effort, performance, or achievement.

CTE teacher inconsistently acknowledges student academic successes.

CTE teacher develops a plan for the transition of students to post-secondary education or training.

### Ineffective

CTE teacher rarely or never sets high expectations for students.

CTE teacher ignores students'-students' lack of effort, performance, or achievement.

CTE teacher fails to acknowledge students' academic successes.

CTE teacher fails to develop a plan for the transition of students to post-secondary education or training.

## Domain 2: Family and Community Engagement and Outreach (10.00%)

### 2.1 Engage Families in Student Learning

#### Highly Effective

CTE teacher encourages frequent communication with parents or guardians, for disciplinary and academic progress updates, on multiple, documented occasions.

CTE teacher frequently contacts parents to inform them of course content.

CTE teacher is available to address concerns in a timely and positive manner, when necessary, beyond school requirements.

#### Effective

CTE teacher proactively contacts parents and guardians regularly for disciplinary and academic progress updates.

CTE teacher contacts parents to inform them of course content.

CTE teacher responds promptly to contact from parents.

#### Improvement Necessary

CTE teacher communicates with parents or guardians minimally.

CTE teacher rarely contacts parents to inform them of course content.

CTE teacher responds to contact from parents, but response may be delayed.

#### Ineffective

CTE teacher makes no attempt to communicate with parents or guardians.

CTE teacher never contacts parents

CTE teacher rarely or never responds to contact from parents.

### 2.2 Work-Based Learning Opportunities

#### Highly Effective

CTE teacher develops relationships with businesses and organizations that provides sustainable work-based learning opportunities linked directly to student learning.

CTE teacher has documented ongoing and two-way communication between the school and businesses or organizations providing the work-based learning opportunity.

#### Effective

CTE teacher provides many work based learning opportunities linked directly to student learning.

CTE teacher has documented ongoing or one-way communication between the school and businesses or organization that provide work-based learning opportunities for students.

#### Improvement Necessary

CTE teacher provides minimal work-based learning opportunities linked directly to student learning.

CTE teacher has little or no documented communication between the school and business or organization providing the work-based learning opportunity.

#### Ineffective

CTE teacher shows no evidence of providing any work-based learning opportunities for students.

### 2.3 CTE Student Organizations (CTSOs)

#### Highly Effective

CTE teacher is an active leader of a CTSO by providing students opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events.

#### Effective

CTE teacher is an active member of a CTSO and provides students opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events.

#### Improvement Necessary

CTE teacher is a member of a CTSO, but fails to provide opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events.

#### Ineffective

CTE teacher provides no documented opportunities for service-learning, occupational skills, employability, or leadership development with the potential to receive awards or recognition in local, regional, state, or national competitive events through a CTSO.

Mission, vision, and values of CTSO are seamlessly integrated into the curriculum and instruction of program.

Mission, vision, and values of CTSO are integrated into the curriculum and instruction of program.

Mission, vision, and values of CTSO are minimally integrated into the curriculum and instruction of program.

## 2.4 College and Career Opportunities

### Highly Effective

CTE teacher is supported by articulation/agency agreements for all dual credit courses available within their career pathway with an approved post-secondary institution.

CTE teacher offers all state industry-approved certifications within their career pathway for the program of study, if possible.

### Effective

CTE teacher is supported by articulation/agency agreements for the majority of dual credit courses available within the career pathway for the program of study with an approved post-secondary institution.

CTE teacher offers a state industry-approved certification entity, if possible, within the career pathway for the program of study.

### Improvement Necessary

CTE teacher has begun the application process to be approved for an articulation/agency agreement with an approved post-secondary institution for at least half of the dual credit courses within the career pathway for the program of study.

CTE teacher has begun the application process to be approved for a state industry-approved certification, if possible, within the career pathway for the program of study.

### Ineffective

CTE teacher shows no evidence of starting the application process to be approved for an articulation/agency agreement with a post-secondary institution for at least one of the dual credit courses within the Career Pathway for the program of study.

CTE teacher shows no evidence of starting the application process to be approved for a state industry-approved certification, if possible, within the Career Pathway for the program of study.

**2.5 Advisory Committee** - \*Stakeholder areas: business/industry, secondary or post-secondary leaders, teachers, parents (current or former), students (current or former) \*Evidence of committee: member list, agenda/minutes \*C9 CTE Teacher is considered a facilitator of the committee, not a member

### Highly Effective

The CTE teacher's advisory committee is balanced and represents most or all stakeholders (4+ of 5 areas).

The committee is made up of a significant number of members (6+) and at least 50% are from business/industry.

The committee meets at least twice per year. In addition, CTE teacher maintains ongoing and open communication with members of the Advisory Committee.

The committee hears progress reports, makes recommendations and receives feedback on actions taken for the C9 Program. The advisory committee takes ownership of the program; assists with curriculum development and raises funds and/or donates materials, supplies, and time

### Effective

CTE teacher has an advisory committee represents most stakeholders (3 of 5 areas).

The committee is made up of an appropriate number of members (6+).

The committee meets at least twice a year for the C9 Program.

The committee hears progress reports and makes recommendations, and assists with curriculum development for the C9 Program.

### Improvement Necessary

CTE teacher has an advisory committee established representing a minimal number of stakeholders (2 of 5 areas).

The committee is made up minimal membership (4-5)

The committee meets at least once a year for the C9 Program.

The committee hears reports and gives minimal input, but does not make recommendations for future actions for the C9 Program.

### Ineffective

The CTE teacher has no advisory committee established, or the committee exists only on paper.



to support the program.

## NOTES

### Domain 3: Professionalism and Professional Development (10.00%)

#### 3.1 Professionalism

##### Highly Effective

CTE teacher has excellent attendance and punctuality (0-4 sick/personal days).

CTE teacher exhibits evidence of exemplary professionalism continually and is consistently respectful of students, colleagues, and administrators on a daily basis.

CTE teacher regularly arrives on time as set forth by school policy.

CTE teacher attends all post-observation conferences.

##### Effective

CTE teacher exhibits evidence of professionalism consistently and is respectful of students, colleagues, and administrators.

CTE teacher demonstrates a consistent pattern of following state and school policies and procedures.

##### Improvement Necessary

CTE teacher exhibits minimal evidence of professionalism and displays minimal evidence of respect for students, colleagues, and administrators.

CTE teacher demonstrates an inconsistent pattern of following state and school policies and procedures.

##### Ineffective

CTE teacher uses more days than their yearly allotted sick and personal days.

CTE teacher exhibits no evidence of professionalism and is disrespectful towards students, colleagues, and/or administrators.

CTE teacher demonstrates a pattern of failing to follow state and school policies and procedures.

CTE teacher demonstrates a pattern of unexcused late arrivals.

CTE teacher fails to attend post-observation conference(s).

#### 3.2 Professional Development - \*Evidence should be uploaded to Standard for Success regarding PGPs.

##### Highly Effective

CTE teacher shows evidence of 16+ PGPs of professional development activities outside the school.\*

CTE teacher takes advantage of all required professional development opportunities offered by the school.

CTE teacher takes advantage of all optional

##### Effective

CTE teacher shows evidence of 11-15 PGPs of professional development activities outside the school that develop the knowledge and skills of the CTE teacher or has a positive impact on student learning.\*

CTE teacher takes advantage of a majority (85%) of the required professional development opportunities offered by the school.

CTE teacher takes advantage of multiple

##### Improvement Necessary

CTE teacher shows evidence of 6-10 PGPs of professional development activities outside the school that strengthen the CTE teacher's knowledge and skills.\*

CTE teacher takes advantage of some (75%) of the required professional development opportunities offered by the school.

##### Ineffective

CTE teacher shows evidence of 0-5 PGPs (as outlined in the Workplace Specialist Professional Development Plan Point Values and Experiences) of professional development activities outside the school that update their knowledge and skills.\*

CTE teacher takes advantage of less than half of the required professional development opportunities offered by the school.

professional development or coaching opportunities offered by the school.

optional professional development or coaching opportunities offered by the school.

**Domain 4: Student Growth (5.00%)**

**4.1 Postsecondary Certification and Credit Attainment**

**Highly Effective**

Percentage of concentrators who attain post secondary industry recognized certifications and/or dual credits is above 5% of previous year's data.

**Effective**

Percentage of concentrators who attain post secondary industry recognized certifications and/or dual credits is at or above by up to 5% of previous year's data.

**Improvement Necessary**

Percentage of concentrators who attain post secondary industry recognized certifications and/or dual credits is no lower than 5% of previous year's data.

**Ineffective**

Percentage of concentrators who attain post secondary industry recognized certifications and/or dual credits is more than 5% lower than previous year's data.

# Indiana School Librarian Evaluation Rubric (v.2021)

Printed November 1, 2022

## Domain 1: Purposeful Planning (30.00%)

### 1.1 Demonstrating Knowledge Of Literature And Current Trends In Library Practice And Information Technology

#### Highly Effective

Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.

- 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.

#### Effective

School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.

- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.

#### Improvement Necessary

School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.

- Librarian reads journals to learn about current trends.

#### Ineffective

School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.

NOTES

### 1.2 Establishing And Successfully Implementing Goals For The School Library Program Appropriate To The Setting And The Students Served

#### Highly Effective

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.

-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.

#### Effective

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.

-The goal for the program is communicated with appropriate stakeholders.

#### Improvement Necessary

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.

- The goal for the program is established but not communicated with appropriate stakeholders.

#### Ineffective

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.

NOTES

### 1.3 Demonstrating Knowledge Of Resources, Both Within And Beyond The School And District

#### Highly Effective

School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide

#### Effective

School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in

#### Improvement Necessary

School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other

#### Ineffective

School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other

range of sources to enrich the school's program.

the larger community to enrich the school's program.

schools in the district, and in the larger community to enrich the school's program.

schools in the district, and in the larger community to enrich the school's program.

#### NOTES

### 1.4 Developing And Implementing A Plan To Evaluate The Library Program

#### Highly Effective

School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

- The librarian proactively responds to the evidence of the evaluation.

#### Effective

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.

#### Improvement Necessary

School librarian has a rudimentary plan to evaluate the library program.

#### Ineffective

School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

#### NOTES

### 1.5 Establishing A Culture For Investigation And Love Of Literature

#### Highly Effective

In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.

#### Effective

In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.

#### Improvement Necessary

School librarian goes through the motions of performing the work of the position, but without any real commitment to it.

#### Ineffective

School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.

### 1.6 Establishing And Maintaining Library Procedures

#### Highly Effective

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.

#### Effective

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.

#### Improvement Necessary

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.

#### Ineffective

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

### 1.7 Organize Physical Space To Enable Smooth Flow

#### Highly Effective

School librarian makes highly effective use of

#### Effective

School librarian makes effective use of the

#### Improvement Necessary

School librarian's efforts to make use of the

#### Ineffective

School librarian makes poor use of the

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.

physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.

physical environment are uneven, resulting in occasional confusion by users.

physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

#### NOTES

### 1.8 Maintaining And Extending The Library Collection In Accordance With The Schools' Needs And Within Budget Limitations

#### Highly Effective

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.

#### Effective

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.

#### Improvement Necessary

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.

#### Ineffective

School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.

#### NOTES

## Domain 2: Effective Instruction (40.00%)

### 2.1 Creating An Environment Conducive To Learning

#### Highly Effective

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.

#### Effective

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.

#### Improvement Necessary

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.

#### Ineffective

Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

### 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

#### Highly Effective

School librarian is highly effective at demonstrating and clearly communicating

#### Effective

School librarian is effective at demonstrating and clearly communicating content

#### Improvement Necessary

School librarian needs improvement at demonstrating and clearly communicating

#### Ineffective

School librarian is ineffective at demonstrating and clearly communicating

content knowledge to students.	knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct.	content knowledge to students. Librarian delivers content that is factually correct	content knowledge to students.
<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>	- Content is clear, concise and well-organized	- Content occasionally lacks clarity and is not as well organized as it could be	- Librarian may deliver content that is factually incorrect
- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding	- Librarian restates and rephrases instruction in multiple ways to increase understanding	- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding	- Explanations may be unclear or incoherent and fail to build student understanding of key concepts
- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest	- Librarian emphasizes key points or main ideas in content	- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways	- Librarian continues with planned instruction, even when it is obvious that students are not understanding content
- Explanations spark student excitement and interest in the content	- Librarian uses developmentally appropriate language and explanations	- Explanations sometimes lack developmentally appropriate language	- Librarian does not emphasize main ideas, and students are often confused about content
- Students participate in each others' learning of content through collaboration during the lesson	- Librarian implements relevant instructional strategies learned via professional development	- Librarian does not always implement new and improved instructional strategies learned via professional development	- Librarian fails to use developmentally appropriate language
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level			

## NOTES

## 2.3 Engage Students In Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
Librarian is highly effective at engaging students in academic content.	Librarian is effective at engaging students in academic content.	Librarian needs improvement at engaging students in academic content.	Librarian is ineffective at engaging students in academic content.
<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>	- More than 3/4 of students are actively engaged in content at all times and not off-task	- Fewer than 3/4 of students are engaged in content and many are off-task	- Fewer than 1/2 of students are engaged in content and many are off-task
- Librarian provides ways to engage with content that significantly promotes student mastery of the objective	- Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective	- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content	- 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 provides differentiated ways of	- Librarian sustains the attention of the class	- Librarian may miss opportunities to provide	- Librarian does not differentiate instruction

engaging with content specific to individual student needs	by maintaining a dynamic presence	ways of differentiating content for student engagement	to target different learning modalities
- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do	- Ways of engaging with content reflect different learning modalities or intelligences	- 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	- 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
- Librarian effectively integrates technology as a tool to engage students in academic content	- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged	- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- ELL and IEP students are not provided with the necessary accommodations to engage in content
	- 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)		

## NOTES

### 2.4 Check For Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at checking for understanding.	School librarian is effective at checking for understanding.	School librarian needs improvement at checking for understanding.	School librarian is ineffective at checking for understanding.
<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>	- 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 sometimes checks for understanding of content, but misses several key moments	- Librarian rarely or never checks for understanding of content, or misses nearly all key moments
- 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 gains enough information during checks for understanding to modify the lesson and respond accordingly	- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly	- 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 uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking	- Librarian uses a variety of methods to check for understanding	- Librarian may not use a variety of methods to check for understanding when doing so would be helpful	- 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 uses wait time effectively both	- Librarian may not provide enough wait time	- Librarian frequently allows students to "opt-

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)

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

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

## NOTES

### 2.5 Modify Instruction As Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at modifying instruction as needed.	School librarian is effective at modifying instruction as needed.	School librarian needs improvement at modifying instruction as needed.	School librarian is ineffective at modifying instruction as needed.
<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>	- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students	- 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 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 anticipates student misunderstandings and preemptively addresses them	- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs	- 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 only responds to misunderstandings by using teacher-driven scaffolding techniques
- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Librarian responds to misunderstandings with effective scaffolding techniques	- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding
	- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful		

### 2.6 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
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School librarian is highly effective at maximizing instructional time.	School librarian is effective at maximizing instructional time.	School librarian needs improvement at maximizing instructional time.	School librarian is ineffective at maximizing instructional time.
<i>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</i>	- Routines, transitions, and procedures are well executed.	- Routines, transitions, and procedures are in place.	- There are few or no evident routines or procedures in place.
- All students are on-task and follow instructions of Librarian without much prompting	- Almost all students are on- task and follow instructions of librarian without much prompting	- Significant prompting from the librarian is necessary for students to follow instructions and remain on task	- Even with significant prompting, students frequently do not follow directions and are off-task
	- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	- 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	- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson
			- Classroom management is generally poor and wastes instructional time

## 2.7 Assisting Students In The Use Of Technology In The Media Center

Highly Effective	Effective	Improvement Necessary	Ineffective
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.

### NOTES

## 2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

Highly Effective	Effective	Improvement Necessary	Ineffective
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

Highly Effective	Effective	Improvement Necessary	Ineffective
Students are highly engaged in enjoying literature and in learning information skills	Students are engaged in enjoying literature and in learning information skills because of	Only some students are engaged in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills

because of effective design of activities, grouping strategies, and appropriate materials.

effective design of activities, grouping strategies, and appropriate materials.

because of uneven design of activities, grouping strategies, or partially appropriate materials.

because of poor design of activities, poor grouping strategies, or inappropriate materials.

### Domain 3: Leadership (30.00%)

#### 3.1 Contribute To School Culture

##### Highly Effective

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.

##### Effective

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.

##### Improvement Necessary

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.

##### Ineffective

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

#### 3.2 Collaborate With Peers

##### Highly Effective

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.

##### Effective

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.

##### Improvement Necessary

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.

##### Ineffective

School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

##### NOTES

#### 3.3 Establishing, Evaluating, And Maintaining Library Procedures In Regards To Staffing, Student Or Parent Volunteers

##### Highly Effective

Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.

##### Effective

Library assistants, students, or parent/community volunteers are clear as to their roles.

##### Improvement Necessary

Library assistants, students, or parent/community volunteers are partially successful.

##### Ineffective

Library assistants, students, or parent/community volunteers are confused as to their role.

#### 3.4 Advocate For Student Success

##### Highly

##### Effective

##### Improvement

##### Ineffective

**Effective**

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.

**Necessary**

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****Highly Effective**

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.

**Effective**

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.

**Improvement Necessary**

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.

**Ineffective**

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****Highly Effective**

School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.

**Effective**

School librarian engages in outreach efforts to parents and the larger community.

**Improvement Necessary**

School librarian makes sporadic efforts to engage in outreach to parents or the larger community.

**Ineffective**

School librarian makes no effort to engage in outreach to parents or the larger community.

**3.7 Participating In A Professional Community****Highly Effective**

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.

**Effective**

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.

**Improvement Necessary**

School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.

**Ineffective**

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****Highly****Effective****Improvement****Ineffective**

### Effective

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.

### Necessary

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.

#### NOTES

## Domain 4: Core Professionalism (Special Weighting)

### 4.1 Attendance

#### Meets Standard

Individual has not demonstrated a pattern of unexcused absences.

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused absences.

#### NOTES

### 4.2 On Time Arrival

#### Meets Standard

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

#### Does Not Meet Standard

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

### 4.3 Policies And Procedures

#### Meets Standard

Individual demonstrates a pattern of following state, corporation, and school

#### Does Not Meet Standard

Individual demonstrates a pattern of failing to follow state, corporation, and school

policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

#### 4.4 Respect

##### **Meets Standard**

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

##### **Does Not Meet Standard**

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.

NOTES

## Domain 1: Academic Achievement (30.00%)

### 1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.

### 1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.

### 1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.

### 1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides opportunities and support for all students to	The school counselor regularly provides opportunities and support for students to	The school counselor rarely provides opportunities and support for students to	The school counselor does not provide opportunities and support for students to

engage in problem solving and in investigating and analyzing concepts and questions.

engage in problem solving and in investigating and analyzing concepts and questions.

engage in problem solving and in investigating and analyzing concepts and questions.

engage in problem solving and in investigating and analyzing concepts and questions.

### 1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

#### Highly Effective

Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.

#### Effective

Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.

#### Improvement Necessary

Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.

#### Ineffective

Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.

### 1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

#### Highly Effective

The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

#### Effective

The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

#### Improvement Necessary

The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.

#### Ineffective

The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.

## Domain 2: Student Assistance Services (20.00%)

### 2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

#### Highly Effective

The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.

#### Effective

The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.

#### Improvement Necessary

The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.

#### Ineffective

The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.

Domain 3: Career Development (20.00%)

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned	The school counselor facilitates age-appropriate career development, aligned	The school counselor rarely facilitates age-appropriate career development, aligned	The school counselor does not facilitate age-appropriate career development.



with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.

with local, state, and national standards. Outside resources are occasionally used.

with local, state, and national standards.

### 3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

#### Highly Effective

The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.

#### Effective

The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.

#### Improvement Necessary

The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.

#### Ineffective

The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.

### 3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

#### Highly Effective

The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.

#### Effective

The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.

#### Improvement Necessary

The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.

#### Ineffective

The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.

### 3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

#### Highly Effective

The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring

#### Effective

The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,

#### Improvement Necessary

The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,

#### Ineffective

The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills

the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.

knowledge, and skills necessary for lifelong learning and career readiness.

knowledge, and skills necessary for lifelong learning and career readiness.

necessary for lifelong learning and career readiness.

#### Domain 4: Professional Leadership (30.00%)

##### 4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

###### Highly Effective

The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.

###### Effective

Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.

###### Improvement Necessary

Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.

###### Ineffective

Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.

##### 4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

###### Highly Effective

The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.

###### Effective

The school counselor provides consistent and effective leadership in the school counseling program and the school.

###### Improvement Necessary

The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.

###### Ineffective

The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.

##### 4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

###### Highly Effective

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.

###### Effective

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.

###### Improvement Necessary

The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.

###### Ineffective

The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.

##### 4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

###### Highly Effective

###### Effective

###### Improvement Necessary

###### Ineffective

**Highly Effective**

The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.

**Effective**

The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.

**Improvement Necessary**

The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.

**Ineffective**

The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.

**4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).****Highly Effective**

The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.

**Effective**

The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.

**Improvement Necessary**

The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.

**Ineffective**

The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.

**4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.****Highly Effective**

The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.

**Effective**

The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.

**Improvement Necessary**

The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.

**Ineffective**

The school counselor does not support the school counseling program with any program management activities. The school counselor is not involvedâ€”or is minimally involvedâ€”in providing support to other educational or student services programming through partnerships.

**NOTES**

**Domain 1: A Data-Driven Focus to Support Student Achievement (20.00%)**
**1.1 The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement**

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader ensures adjustments are made or new strategies created so that all personnel know the critical goals for improving student achievement	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement AND monitors the extent to which personnel know and provide support for the most critical goals for improving student achievement	The district leader attempts to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement, but does not complete the task or is not successful	The district leader does not attempt to ensure clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement

**NOTES**
**1.2 The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals**

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader ensures adjustments are made or new strategies are created so data show progress toward the goals	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals AND monitors the extent to which data reveal progress toward goals	The district leader attempts to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals, but does not complete the task or is not successful	The district leader does not attempt to ensure data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals

**1.3 The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievements**

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are achieving results	The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement AND monitors the extent to which interventions improve student achievement	The district leader attempts to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement, but does not complete the task or is not successful	The district leader does not attempt to ensure appropriate support is provided to schools when data indicate interventions are needed to improve student achievement

## Domain 2: Continuous Support for Improvement of Instruction (20.00%)

### 2.1 The district leader provides a clear vision regarding the district instructional model and how to implement the model

#### Highly Effective

The district leader ensures adjustments are made or new strategies are created so all personnel know and implement the instructional model

#### Effective

The district leader provides a clear vision regarding the district instructional model and how to implement the model AND monitors the extent to which personnel provide support for implementing the instructional model

#### Improvement Necessary

The district leader provides a clear vision regarding the district instructional model and how to implement the model

#### Ineffective

The district leader does not attempt to provide a clear vision regarding the district instructional model and how to implement the model

#### NOTES

### 2.2 The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth

#### Highly Effective

The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise

#### Effective

The district leader effectively supports school and department leaders who continually enhance their leadership skills through reflection and professional growth AND monitors the extent to which personnel continue to demonstrate professional growth

#### Improvement Necessary

The district leader attempts to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth, but does not complete the task or is not successful

#### Ineffective

The district leader does not attempt to effectively support and retain school and department leaders who continually enhance their leadership skills through reflection and professional growth

### 2.3 The district leader provides ongoing support for the system's evaluation system to ensure instructional best practices, professional growth and reflection are the focus while keeping in line with state mandates and necessary revisions

#### Highly Effective

The district leader ensures adjustments are made, or new strategies are created, so all constituents obtain training in the use of our evaluation system AND are involved in the development and revision to maintain effective understanding for promoting continued professional growth

#### Effective

The district leader provides ongoing training for constituents in the use of our evaluation system AND are involved in the development and revision to maintain effective understanding for promoting continued professional growth

#### Improvement Necessary

The district leader attempts to provide ongoing training for constituents in the use of our evaluation system OR does not attempt to involve others in the development and revision to maintain effective understanding. Attempts are made, but the leader does not complete the task or is rarely successful

#### Ineffective

The district leader does not attempt to provide ongoing training for constituents in the use of our evaluation system. There is a lack of collaboration involved in the development and revision to maintain effective understanding for promoting continued professional growth

### 2.4 The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals

#### Highly Effective

#### Effective

#### Improvement Necessary

#### Ineffective

**Highly Effective**

The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their professional growth goals

**Effective**

The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals AND monitors the extent to which personnel continue to grow professionally and meet professional growth goals

**Improvement Necessary**

The district leader attempts to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals, but does not complete the task or is not successful

**Ineffective**

The district leader does not attempt to ensure that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals

**Domain 3: Continuous Support for a Guaranteed and Viable Curriculum (20.00%)****3.1 The district leader ensures curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards****Highly Effective**

Highly Effective

**Effective**

Effective

**Improvement Necessary**

Improvement Necessary

**Ineffective**

Ineffective

**NOTES****3.2 The district leader organizes and facilitates curricular development opportunities to advance planning and learning throughout the district****Highly Effective**

The district leader ensures adjustments are made or new strategies are created so personnel have time to develop, revise and implement district-level programs, curricula, and other initiatives

**Effective**

The district leader ensures that district-level programs, curricula, and other initiatives are coordinated AND monitors the extent to which adequate time is available for implementation of initiatives

**Improvement Necessary**

The district leader attempts to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools, but does not complete the task or is not successful

**Ineffective**

The district leader does not attempt to ensure that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools

**3.3 The district leader supports and communicates with building leaders to foster ongoing instructional leadership at the building level****Highly Effective**

The district leader proactively communicates and/or supports building leaders in understanding curriculum AND is effectively responsive to building level needs.

**Effective**

The district leader communicates and/or supports building leaders in understanding curriculum and is adequately successful

**Improvement Necessary**

The district leader attempts to communicate or support building leaders in understanding curriculum but is rarely successful or does not complete the task

**Ineffective**

The district leader does not attempt to communicate or support building leaders in understanding curriculum

**Domain 4: Community of Care and Collaboration (20.00%)****4.1 The district leader ensures constituents (e.g. school board, admin, teachers, students, and parents) perceive the district as caring, collaborative,**

and cooperative

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader ensures adjustments are made or new strategies are created so constituents perceive the district as caring, collaborative, and cooperative	The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative AND monitors the extent to which constituents feel valued and desire to be part of the district	The district leader attempts to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative, but does not complete the task or is rarely successful	The district leader does not attempt to ensure that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative

NOTES

4.2 The district leader ensures equity in a student- -centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents)

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader ensures adjustments are made or new strategies are created so all input is used to create a student- centered district	The district leader ensures equity in a student- -centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents) AND monitors the extent to which input is used to create a student- centered district	The district leader attempts to ensure equity in a student- centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents), but does not complete the task or is rarely successful	The district leader does not attempt to ensure equity in a student- -centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents)

4.3 The district leader supports leadership development and monitors that responsibilities are appropriately delegated and shared

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader ensures adjustments are made or new strategies are created so all current and potential leaders have opportunities for leadership development	The district leader ensures leadership development and responsibilities are appropriately delegated and shared AND monitors the extent to which leadership development enhances the functioning of the district	The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared, but does not complete the task or is rarely successful	The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated and shared

4.4 The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader is transparent, communicates effectively, is recognized as a	The district leader is transparent, communicates effectively, is recognized as a	The district leader attempts to be transparent, communicate effectively, be	The district leader does not attempt to be transparent or communicate effectively. He

leader, and continues to demonstrate professional growth AND monitors the extent to which his or her leadership enhances the functioning of the district

leader, and continues to demonstrate professional growth

recognized as a leader, and continue to demonstrate professional growth, but does not complete the task or is not successful

or she may not be readily recognized as a leader, and continue to demonstrate professional growth

#### 4.5 The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district

##### Highly Effective

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district AND monitors the extent to which decisions enhance the functioning of the district

##### Effective

The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district

##### Improvement Necessary

The district leader attempts to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district, but does not complete the task or is rarely successful

##### Ineffective

The district leader does not attempt to have the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district

### Domain 5: Grant Management and Resource Allocation Collaborative Support (20.00%)

#### 5.1 The district leader writes, manages and amends various grants for the district to provide optimal efficiency throughout the district and to support effective instruction and growth of each student

##### Highly Effective

The district leader proactively communicates with district treasurer and other constituents regarding grant funds and makes distribution decisions that effectively support effective instruction and growth of each student

##### Effective

The district leader adequately communicates with district treasurer and other constituents regarding grant funds and makes distribution decisions that effectively support effective instruction and growth of each student

##### Improvement Necessary

The district leader attempts to manage grant funds and make distribution decisions that effectively support effective instruction and growth of each student but does not complete tasks or is rarely successful

##### Ineffective

The district leader does not attempt to manage grant funds and make distribution decisions that effectively support effective instruction and growth of each student

#### NOTES

#### 5.2 The district leader collaborates with and supports the systems processes to recommend the use of fiscal resources and maximizes support for schools, teachers, and each student

##### Highly Effective

The district leader supports decisions that ensure continued adjustments are made or new strategies are created so all available resources and supports enhance effective instruction and student achievement

##### Effective

The district leader collaborates with and supports the systems decision processes to manage fiscal resources and maximize support for schools, teachers, and each student

##### Improvement Necessary

The district leader attempts to collaborate with and support the systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student, but does not complete the task or is rarely successful

##### Ineffective

The district leader does not attempt to collaborate with or support the systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student



5.3 The district leader advocates for the management of the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student growth

Highly Effective	Effective	Improvement Necessary	Ineffective
The district leader proactively advocates for adjustments to be made or new strategies be created so all management of resources promotes effective instruction and student growth and achievement	The district leader advocates for the organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction, and student growth/achievement AND monitors the extent to which resources enhances effective instruction and student /growth/achievement	The district leader attempts to advocate for the management, organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement, but does not complete the task or is rarely successful	The district leader does not attempt to attempt to advocate for the management, organization, operations, instructional programs, and other initiatives to maximize the use of resources that promote effective instruction and student achievement

Domain 6: Core Professionalism (Special Weighting)

6.1 Attendance

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

6.2 On-time Arrival

Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)

6.3 Policies And Procedures

Meets Standard	Does Not
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Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

<b>Meet Standard</b>
Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)

## 6.4 Respect

<b>Meets Standard</b>
Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

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

## Domain 1: Teacher Effectiveness (50.00%)

### 1.1.1 Hiring and retention

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;

Demonstrating the ability to increase the entirety or significant majority of teachers effectiveness as evidenced by gains in student achievement and teacher evaluation results;

Articulating, recruiting, and leveraging the personal characteristics associated with the schools stated vision (i.e. diligent individuals to fit a rigorous school culture).

#### Effective

Principal recruits, hires, and supports teachers by:

Consistently using teachers displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;

Demonstrating ability to increase most teachers effectiveness as evidenced by gains in student achievement and growth;

Aligning personnel decisions with the vision and mission of the school.

#### Improvement Necessary

Principal recruits, hires, and supports effective teachers by:

Occasionally using teachers displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;

Demonstrating ability to increase some teachers effectiveness;

Occasionally applying the schools vision/mission to HR decisions.

#### Ineffective

Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:

Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions 2;

Rarely or never demonstrating the ability to increase teachers effectiveness by moving teachers along effectiveness ratings;

Rarely or never applying the schools vision/mission to HR decisions.

### 1.1.2 Evaluation of teachers

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.

Principal monitors implementation of corporation initiatives i.e. UbD units, AP goals, etc.

#### Effective

Principal prioritizes and applies teacher evaluations by:

Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;

Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;

#### Improvement Necessary

Principal prioritizes and applies teacher evaluations by:

Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;

Using teacher evaluations to partially differentiate the performance of teacher;

#### Ineffective

Principal does not prioritize and apply teacher evaluations by:

Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;

Rarely or never using teacher evaluation to differentiate the performance of teachers;

Following processes and procedures outlined in the corporation evaluation plan for all staff members

Following most processes and procedures outlined in the corporation evaluation plan for all staff members.

Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

### 1.1.3 Professional development

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Frequently creating learning opportunities in which highly effective teachers support their peers;

Monitoring the impact of implemented learning opportunities on student achievement;

Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.

#### Effective

Principal orchestrates professional learning opportunities by:

Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;

Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.

Providing differentiated learning opportunities to teachers based on evaluation results.

#### Improvement Necessary

Principal orchestrates aligned professional learning opportunities tuned to staff needs by:

Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;

Providing learning opportunities with little variety of format;

Providing differentiated learning opportunities to teachers in some measure based on evaluation results.

#### Ineffective

Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:

Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;

Providing no variety in format of learning opportunities;

Failing to provide professional learning opportunities based on evaluation results.

### 1.1.4 Leadership and talent development

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Encouraging and supporting teacher leadership and progression on career ladders;

Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;

Recognizing and celebrating emerging leaders

#### Effective

Principal develops leadership and talent by:

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.

Recognizing Leadership

#### Improvement Necessary

Principal develops leadership and talent by:

Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;

Providing formal and informal opportunities to mentor some, but not all, emerging leaders;

Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging

#### Ineffective

Principal does not develop leadership and talent by:

Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;

Rarely or never provides mentorship to emerging leaders;

Providing no support and encouragement of leadership and growth;

and developing leaders.

Frequently assigns responsibilities without allocating necessary authority.

### 1.1.5 Delegation

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Encouraging and supporting staff members to seek out responsibilities;

Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.

#### Effective

Principal delegates tasks and responsibilities appropriately by:

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;

Monitoring the progress towards success of those to whom delegations have been made;

Providing support to staff members as needed.

#### Improvement Necessary

Principal delegates tasks and responsibilities appropriately by:

Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;

Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;

Providing support, but not always as needed.

#### Ineffective

Principal does not delegate tasks and responsibilities appropriately by:

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;

Rarely or never providing support

### 1.1.6 Strategic assignment

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.

#### Effective

Principal uses staff placement to support instruction by:

Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;

Strategically assigning support staff to teachers and classes as necessary to support student achievement.

#### Improvement Necessary

Principal uses staff placement to support instruction by:

Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.

#### Ineffective

Principal does not use staff placement to support instruction by:

Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

### 1.1.7 Addressing teachers who are in need of improvement or ineffective

#### Highly Effective

#### Effective

#### Improvement Necessary

#### Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Staying in frequent communication with teachers on remediation plans to ensure necessary support;

Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.

Principal addresses teachers in need of improvement or ineffective by:

Developing remediation plans with teachers rated as ineffective or in need of improvement;

Monitoring the success of remediation plans;

Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Principal addresses teachers in need of improvement or ineffective by:

Occasionally monitoring the success of remediation plans;

Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Principal does not address teachers in need of improvement or ineffective by:

Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;

Rarely or never monitoring the success of remediation plans;

Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

### 1.2.1 Mission and Vision

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Defining long, medium, and short-term application of the vision and/or mission;

Monitoring and measuring progress toward the schools 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 schools vision and/or mission fully within the school and that spreads to other stakeholder groups.

Ensuring all key decisions are aligned to the vision and/or mission.

#### Effective

Principal supports a school-wide instructional vision and/or mission by:

Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);

Defining specific instructional and behavioral actions linked to the schools 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.

#### Improvement Necessary

Principal supports a school-wide instructional vision and/or mission by:

Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);

Making significant key decisions without alignment to the vision and/or mission;

Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.

#### Ineffective

Principal does not support a school-wide instructional vision and/or mission by:

Failing to adopt a school-wide instructional vision and/or mission;

Defining a school-wide instructional vision and/or mission that is not applied to decisions;

Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

### 1.2.2 Classroom Observations

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses classroom observations to support student academic achievement by:	Principal uses classroom observations to support student academic achievement by:	Principal uses classroom observations to support student academic achievement by:
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;	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;	Occasionally visiting teachers to observe instruction;	Rarely or never visiting teachers to observe instruction;
Monitoring the impact of feedback provided to teachers	Visiting all teachers frequently (announced and unannounced) to observe instruction;	Occasionally analyzing student performance data to drive instruction evaluate instructional quality;	Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;
	Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	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

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal supports teacher collaboration by:	Principal supports teacher collaboration by:	Principal does not support teacher collaboration by:
Monitoring collaborative efforts to ensure a constant focus on student learning;	Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;	Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;	Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;
Tracking best collaborative practices to solve specific challenges;	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;	Supporting and encouraging teamwork and collaboration in a limited number of ways;	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;
Holding collaborating teams accountable for their results.	Aligning teacher collaborative efforts to the schools vision/mission.	Occasionally aligning teacher collaborative efforts to instructional practices.	Rarely or never aligning teacher collaborative efforts to instructional practices.

### 1.3.1 Planning and Developing Student Learning Objectives

Highly	Effective	Improvement	Ineffective
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### Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;

Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;

Revisiting the use and design of teacher and school-wide tracking tools.

Utilizing a tracking tool to monitor school-wide progress on SLOs;

Collaborating with colleagues to ensure SLOs are rigorous and consistent across the corporation

Principal supports the planning and development of Student Learning Objectives (SLOs) by:

Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;

Collaborating with teachers to identify standards or skills to be assessed;

Collaborating with teachers to develop/select assessments to evaluate overall student progress;

utilizing assessments that accurately and reliably measure student learning;

Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students starting points into account;

Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs;

Ensuring teachers utilize a tracking tool to show student progress towards SLOs.

### Necessary

Principal supports the creation of Student Learning Objectives (SLOs) by:

Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;

Occasionally collaborating with teachers to identify standards or skills to be assessed;

Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;

Working with teachers only occasionally throughout the year to measure progress towards goals;

Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.

Principal does not support the creation of Student Learning Objectives by:

Failing to organize/provide opportunities for teacher collaboration;

Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;

Not meeting with teachers throughout the year to look at progress towards goals.

### 1.3.2 Rigorous Student Learning Activities

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Utilizing rigorous SLOs to define and lead a schools culture and sense of urgency;

#### Effective

Principal creates rigor in SLOs by:

Ensuring teachers SLOs define desired outcomes;

#### Improvement Necessary

Principal creates rigor in SLOs by:

Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;

#### Ineffective

Principal creates rigor in SLOs by:

Allowing for outcomes to be benchmarked to less than typical growth;



Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.

Ensuring assessments used correspond to the appropriate state content standards;

Assessing baseline data that may not be effectively used to assess students starting points;

Failing to assess baseline knowledge of students;

Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;

Selecting and allowing for assessments that may not be appropriately aligned to state content standards.

Failing to select assessments that are appropriately aligned to content standards.

Ensuring an analysis of previous years student data is included in the development of SLOs;

Ensuring SLOs are focused on demonstrable gains in students mastery of academic standards as measured by achievement and/or growth.

### 1.3.3 Instructional Time

#### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.

#### Effective

Principal supports instructional time by:

Removing all sources of distractions of instructional time;

Promoting the sanctity of instructional time;

Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.

#### Improvement Necessary

Principal supports instructional time by:

Removing major sources of distractions of instructional time;

Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;

Occasionally allowing unnecessary noninstructional events and activities to interrupt instructional time.

#### Ineffective

Principal does not support instructional time by:

Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;

Rarely or never promoting the sanctity of instructional time;

Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

## Domain 2: Leadership Actions (50.00%)

### 2.1.1 Professionalism

#### Highly Effective

At Level 4, a principal fulfills the criteria for

#### Effective

Principal displays professionalism by:

#### Improvement Necessary

Principal supports professionalism by:

#### Ineffective

Principal does not support professionalism

Level 3 and additionally:			by:
Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;	Modeling professional, ethical, and respectful behavior at all times;	Failing to model professionalism at all times;	Failing to model professionalism at all times;
Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Understanding of professional expectations as evidenced by not acting counter to these expectations;	Occasionally modeling behaviors counter to professional expectations;
		Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.

## 2.1.2 Time Management

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal manages time effectively by:	Principal manages time effectively by:	Principal manages time effectively by:
Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;	Establishing yearly, monthly, weekly, and daily priorities and objectives;	Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;	Rarely or never establishing timely objectives or priorities;
Monitoring use of time to identify areas that are not effectively utilized;	Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Occasionally prioritizes activities unrelated to student achievement.	Regularly prioritizing activities unrelated to student achievement;

## 2.1.3 Using Feedback to Improve Student Performance

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses feedback to improve student performance by:.	Principal uses feedback to improve student performance by:	Principal does not use feedback to improve student performance by:
Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;	Actively soliciting feedback and help from all key stakeholders;	Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;	Regularly avoiding or devaluing feedback;
Identifying the most efficient means through which feedback can be generated.	Acting upon feedback to shape strategic priorities to be aligned to student achievement	Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Rarely or never applying feedback to shape priorities.

Establishing feedback loops in which those who provide feedback are kept informed of actions taken based on that feedback.

#### 2.1.4 Initiative and Persistence

##### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Exceeding typical expectations to accomplish ambitious goals;

Regularly identifying, communicating, and addressing the schools 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 schools most significant obstacles to student achievement.

Taking risks to support students in achieving results by identifying and frequently attempting to remove the schools most significant obstacles to student achievement;

Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

##### Effective

Principal displays initiative and persistence by:

Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success;

Volunteering for and fully participating in district committees that can impact student achievement.

##### Improvement Necessary

Principal displays initiative and persistence by:

Achieving most, but not all expected goals;

Occasionally taking on additional, voluntary responsibilities that contribute to school success;

Occasionally taking risks to support students in achieving results by attempting to remove the schools most significant obstacles to student achievement;

Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

##### Ineffective

Principal does not display initiative and persistence by:

Rarely or never achieving expected goals;

Rarely or never taking on additional, voluntary responsibilities that contribute to school success;

Rarely or never taking risks to support students in achieving results;

Never seeking out potential partnerships.

#### 2.2.1 Culture of Urgency

##### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;

##### Effective

Principal creates an organizational culture of urgency by:

Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;

##### Improvement Necessary

Principal creates an organizational culture of urgency by:

Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;

Occasionally leading a pursuit of these

##### Ineffective

Principal does not create an organizational culture of urgency by:

Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;

Failing to identify the efforts of students and

expectations.

teachers, thus unable to align these efforts.

## 2.2.2 Communication

### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

To the extent possible, messaging key concepts in real time;

Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;

Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

### Effective

Principal skillfully and clearly communicates by:

Messaging key concepts, such as the schools 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.

### Improvement Necessary

Principal skillfully and clearly communicates by:

Messaging most, but not all, key concepts;

Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;

Utilizing a limited number of means and approaches to communication.

### Ineffective

Principal does not skillfully and clearly communicate by:

Rarely or never messaging key concepts;

Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;

Not utilizing a variety of means or approaches to communication

or ineffectively utilizing several means of communication.

## 2.2.3 Forging consensus for change and improvement

### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Guides others through change and addresses resistance to that change;

Monitors the success of strategies and revises based on strengths and weaknesses;

Creates cultural changes that reflect and support building a consensus for change.

### Effective

Principal creates a consensus for change and improvement by:

Using effective strategies to work toward a consensus for change and improvement;

Securing cooperation from key stakeholders in planning and implementing change and driving improvement.

### Improvement Necessary

Principal creates a consensus for change and improvement by:

Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;

Managing change and improvement processes without building systems and allies necessary to support the process; .

Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders

### Ineffective

Principal does not create a consensus for change and improvement by:

Failing to identify areas in which agreement and/or consensus is necessary;

Rarely or never managing or developing a process for change and/or improvement;

Rarely or never seeking out feedback or securing cooperation making unilateral, arbitrary decisions.

## 2.3.1 High Expectations

### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;

Benchmarking expectations to the performance of the state's highest performing schools;

Promoting a culture in which students are able to clearly articulate their diverse personal academic goals.

Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.

### Effective

Principal creates and supports high academic and behavior expectations by:

Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;

Empowering students to set high and demanding expectations for themselves;

Ensuring that students are consistently learning, respectful, and on task;

Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;

### Improvement Necessary

Principal creates and supports high academic and behavioral expectations by:

Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;

Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.

### Ineffective

Principal does not create or support high academic and behavior expectations by:

Accepting poor academic performance and/or student behavior;

Failing to set high expectations or sets unrealistic or unattainable goals.

## 2.3.2 Academic Rigor

### Highly Effective

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.

### Effective

Principal establishes academic rigor by:Principal establishes academic rigor by:

Creating ambitious academic goals and priorities that are accepted as fixed and immovable.

### Improvement Necessary

Principal establishes academic rigor by:

Creating academic goals that are nearing the rigor required to meet the school's academic goals;

Creating academic goals but occasionally deviates from these goals in the face of adversity.

### Ineffective

Principal has not established academic rigor by:

Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;

Consistently sets and abandons ambitious academic goals.

## 2.3.3 Data Usage in Teams

### Highly Effective

At Level 4, a principal fulfills the criteria for

### Effective

Principal utilizes data by:

### Improvement Necessary

Principal utilizes data by:

### Ineffective

Principal does not utilize data by:

At Level 4, a principal fulfills the criteria for Level 3 and additionally:

Data used as basis of decision making is transparent and communicated to all stakeholders;

Monitoring the use of data in formulating action plans to identify areas where additional data is needed.

Principal utilizes data by:

Orchestrating frequent and timely team collaboration for data analysis;

Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.

Principal utilizes data by:

Occasionally supporting and/or orchestrating team collaboration for data analysis;

Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.

Principal does not utilize data by:

Rarely or never organizing efforts to analyze data;

Rarely or never applying data analysis to develop action plans.

**Domain 1: Teacher Effectiveness (50.00%)****1.1 Contributes to the achievement of the mission****Highly Effective**

In addition to Level 3, the assistant principal:  
 \*Catalyzes commitment to and vigorous pursuit of the schools vision

**Effective**

The assistant principal: \*Working through complex issues in ways that energize stakeholder commitment \*Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives \*Translates the vision and mission into daily school practices

**Improvement Necessary**

The assistant principal: \*Contributes individual capabilities to achieve essential objectives \*Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent

**Ineffective**

The assistant principal: \*Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision \*Exhibits actions or behaviors that negatively affect stakeholder commitment

**1.2 Assists the principal in hiring, developing and retaining effective teachers****Highly Effective**

In addition to Level 3, the assistant principal:  
 \*Provides the student management and/or instructional support necessary to develop and retain effective early career teachers

**Effective**

The assistant principal: \*Bases hiring recommendations primarily on the teachers 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

**Improvement Necessary**

The assistant principal: \*Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations \*Takes action steps that have a limited effective on the development and/or retention of effective teachers \*Occasionally aligns the schools vision/mission to hiring recommendations

**Ineffective**

The assistant principal: \*Disregards or fails to examine teachers level of effectiveness when making hiring recommendations \*Fails to take consistent steps to facilitate the development and/or retention of effective teachers \*Fails to align hiring recommendations to the mission and vision of the school

**1.3 Observes professional practice****Highly Effective**

In addition to Level 3, the assistant principal:  
 \*Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented \*Differentiates the number of observations based on observed levels of teacher effectiveness

**Effective**

The assistant principal: \*Examines prior performance and student achievement data to inform observations and walkthroughs \*Accurately categorizes observed instructional practice \*Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal

**Improvement Necessary**

The assistant principal: \*Frequently categorizes instructional practice inaccurately \*Conducts the minimum number of required observations, despite observed deficiencies in professional practice \*Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal

**Ineffective**

The assistant principal: \*Fails to conduct an adequate number of observations \*Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers

**1.4 Provides actionable feedback**

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Models desired actions or schedules opportunities for the teacher to learn from other teachers  
\*Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.

### Effective

The assistant principal: \*Develops bite-sized action plans focused on the highest leverage teacher actions  
\*Provides a clear directions for how to do the most important tasks well  
\*Frequently follows up to ensure feedback is implemented with fidelity

### Improvement Necessary

The assistant principal: \*Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions  
\*Leaves implementation of feedback to chance by failing to consistently follow-up

### Ineffective

The assistant principal: \*Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether  
\*Fails to develop action plans with teachers

## 1.5 Monitors student performance

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Develop teachers collective ability to positively impact student learning  
\*Collaborates with teachers to identify students that may benefit from the schools academic support or high ability programs

### Effective

The assistant principal: \*Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps  
\*Collaboratively develops concrete action steps aligned with student and teacher needs  
\*Frequently follows up to ensure action plans are implemented with fidelity

### Improvement Necessary

The assistant principal: \*Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers  
\*Allows teachers to establish action steps that lack clarity or alignment to performance data  
\*Fails to frequently follow up to ensure proper implementation

### Ineffective

The assistant principal: \*Primarily analyzes data only after statewide achievement tests are complete  
\*Fails to identify action steps that are aligned with interim or classroom assessment data

## 1.6 Demonstrates commitment to improve teacher performance

### Highly Effective

In addition to Level 3, the assistant principal  
\*Identifies and facilitates opportunities for teachers to share best practices  
\*Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement

### Effective

The assistant principal: \*Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors  
\*Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies

### Improvement Necessary

The assistant principal: \*Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors  
\*Provides individual assistant/coaching that is infrequent

### Ineffective

The assistant principal: \*Disregards the need for individualized assistance/coaching  
\*Provides limited opportunities for teachers to engage in professional learning

## 1.7 Assists the principal with the evaluation of teachers

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning

### Effective

The assistant principal: Ensures all evaluation processes and expectations are transparent and clear  
\*Allocates necessary time and resources to complete thorough, accurate and defensible evaluations

### Improvement Necessary

The assistant principal: \*Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated  
\*Allocates necessary time and resources to complete thorough evaluation, but

### Ineffective

The assistant principal: \*Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation  
\*Incorporates limited student data and



\*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

summative ratings fail to differentiate teacher effectiveness

evidence of teacher practice in evaluation ratings

## 1.8 Oversees school-wide professional development

### Highly Effective

In addition to Level 3, the assistant principal:  
 \*Leverages teacher leaders to provide differentiated professional development opportunities based on individual need  
 \*Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement

### Effective

The assistant principal: \*Uses student performance data and teacher evaluation results to develop a systemic plan for professional development \*Assists the principal in providing teachers and administrative team members differentiated professional development opportunities  
 \*Monitors the impact of professional development on student learning and teacher effectiveness

### Improvement Necessary

The assistant principal: \*Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results \*Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness

### Ineffective

The assistant principal: \*Fails to provide regular professional development opportunities aligned to the staffs learning needs

## 1.9 Builds productive professional learning communities

### Highly Effective

In addition to Level 3, the assistant principal:  
 \*Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement

### Effective

The assistant principal: \*Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations \*Assists teams in establishing priorities and developing ambitious and measurable goals \*Provides each team with the resources/support necessary for them to achieve their goals

### Improvement Necessary

The assistant principal: \*Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations \*Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability \*Provides inconsistent support to teams

### Ineffective

The assistant principal: \*Places little emphasis on team composition \*Fails to hold teams accountable for establishing clear goals \*Provides little or no support to teams

## 1.10 Addresses teachers rated ineffective or improvement necessary

### Highly Effective

In addition to Level 3, the assistant principal  
 \*Proactively assists teachers with achieving the goals outlined in the teachers remediation plan

### Effective

The assistant principal: \*Assists the principal with the development of a remediation plan for teachers that \*\*Focuses on highest leverage teacher actions \*\*Includes measurable goals and action steps \*\*Contains a timeline and system to monitor implementation \*\*Outlines consequences for failure to improve performance \*Provides

### Improvement Necessary

The assistant principal: \*Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance \*Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions

### Ineffective

The assistant principal: \*Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy, or

tools and the assistance/coaching necessary to improve performance \*Where appropriate, recommends termination of underperforming teachers using performance-based evidence

### 1.11 Assists the principal with talent

#### Highly Effective

In addition to Level 3, the assistant principal:  
\*Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance

#### Effective

The assistant principal: \*Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers \*Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles \*Provides meaningful support to emerging leaders in new teacher leadership roles

#### Improvement Necessary

The assistant principal: \*Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success

#### Ineffective

The assistant principal: \*Bases talent management decisions on personal preference rather than available data or demonstrated ability \*Fails to provide meaningful support to emerging leaders

## Domain 2: Leadership Actions (50.00%)

### 2.1 Effectively communicates

#### Highly Effective

In addition to Level 3, the assistant principal  
\*Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals \*Maintains high visibility, accessibility, and establishes strong lines of communication

#### Effective

The assistant principal: \*Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns \*Uses appropriate communication methods and media \*Maintains appropriate visibility and accessibility to staff

#### Improvement Necessary

The assistant principal: \*Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness \*Responds in an inconsistent manner to resolve expressed concerns

#### Ineffective

The assistant principal: \*Fails to keep appropriate audiences informed Uses methods of communication that ineffective or inappropriate for the circumstance/audience

### 2.2 Reflects on practice and continually learns

#### Highly Effective

In addition to Level 3, the assistant principal  
\*Promotes a culture of self-reflection and continuous improvement \*Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement

#### Effective

The assistant principal: \*Expresses willingness to learn and openly acknowledges areas for growth \*Learns from personal experiences and the actions/insights of others \*Establishes priorities and achieves action plans focused on high-leverage leadership competencies

#### Improvement Necessary

The assistant principal: \*Expresses willingness to learn from others, but is reluctant to admit own short-comings \*Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.

#### Ineffective

The assistant principal: \*Resists changes to personal or leadership behaviors \*Fails to consistently achieve professional growth goals as outlined in professional growth plan

### 2.3 Demonstrates resiliency and persistence

### Highly Effective

In addition to Level 3, the assistant principal  
\*Engages staff and self in a continuous pursuit of professional growth and school improvement  
\*Anticipates problems and Confronts and solves problems that had yet to be successfully addressed

### Effective

The assistant principal: \*Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals  
\*Identifies action steps and leverages available resources to confront difficult problems

### Improvement Necessary

The assistant principal: \*Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals

### Ineffective

The assistant principal: \*Reacts with visible frustration to challenging problems or setbacks  
\*Easily loses focus on improving student achievement

## 2.4 Monitors time and task management

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Prioritizes being an instructional leader above all else  
\*Is a model of punctuality and timeliness in discharging his/her professional responsibilities

### Effective

The assistant principal: \*Consistently allocates the time and resources necessary to achieve ambitious goals  
\*Spends time on high leverage activities  
\*Delegates applicable responsibilities to other staff and helps them achieve success in these activities

### Improvement Necessary

The assistant principal: \*Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions  
\*Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.

### Ineffective

The assistant principal: \*Rarely protects time for instructional leadership priorities  
\*Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the schools goals

## 2.5 Maintains a culture of excellence

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Instills the daily habits necessary to create a culture of excellence  
\*Is unwavering in maintaining high expectations for everyone

### Effective

The assistant principal: \*Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning  
\*Provides students and staff the support, time, and structures necessary to be successful  
\*Celebrates the accomplishments of others and proactively resolves performance issues

### Improvement Necessary

The assistant principal: \*Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture  
\*Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected

### Ineffective

The assistant principal: \*Fails to take the initiative to identify and recognize the accomplishments of others  
\*Consistently ignores staff or student performance issues

## 2.6 Enhances teacher collaboration

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement

### Effective

The assistant principal: \*Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school  
\*Holds

### Improvement Necessary

The assistant principal: \*Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards

### Ineffective

The assistant principal: \*Fails to provide teacher teams the support and/or resources necessary for to achieve desired results  
\*Fails to develop group relationships that

collaborating teams accountable for achieving desired results

promote teamwork, openness, and/or collective problem solving

## 2.7 Supports a universal code of conduct

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors

### Effective

The assistant principal: \*Coaches a culture of excellence through repeated practice and modeling of desired behaviors \*Consistently and fairly applies positive and negative consequences for behavior \*Promotes a predictable, safe learning environment through consistency of actions

### Improvement Necessary

The assistant principal: \*Supports the maintenance of routines, procedures, and policies; but is primarily reactive \*Fails to consistently apply either positive and/or negative consequences for behavior

### Ineffective

The assistant principal: \*Sends inconsistent messages about school policy \*Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

## 2.8 Engage families and the community in student learning

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their childrens education

### Effective

The assistant principal: \*Fosters partnerships with families, community agencies and/or the corporate sector \*Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs \*Assists the principal in securing cooperation from family and community members to support school improvement initiatives

### Improvement Necessary

The assistant principal: \*Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning \*Inconsistently engages established parents

### Ineffective

The assistant principal: \*Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

## 2.9 Oversees aligned curricula, instruction and assessments

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Uses common interim assessments to define the rigor of the academic program  
\*Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning

### Effective

The assistant principal: \*Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas \*Facilitates inter grade level meetings to ensure vertical articulation of the curriculum \*Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions

### Improvement Necessary

The assistant principal: \*Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects \*Utilizes some available interim assessments, but fails to implement interim assessments in all courses \*Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process

### Ineffective

The assistant principal: \*Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments \*Resists revisions to the curriculum even when supported by student learning outcomes

## 2.10 Supports the development and implementation of rigorous student learning objectives

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs

### Effective

The assistant principal: \*Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards \*Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary

### Improvement Necessary

The assistant principal: \*Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. \*Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies

### Ineffective

The assistant principal: \*Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards

## 2.11 Uses data to drive instruction

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Develops teacher leaders capacity to drive data-driven instruction and decision-making  
\*Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement

### Effective

The assistant principal: \*Ensures the availability of clear and intuitive data reports for teacher analysis \*Orchestrates frequent and timely teacher team collaboration for data analysis \*Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements

### Improvement Necessary

The assistant principal: \*Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process

### Ineffective

The assistant principal: \*Limits analysis of data to year-end autopsies \*Inadequately supports staffs use of data to guide instruction

## 2.12 Implements appropriate academic interventions

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Implements interventions that have a proven ability to increase student performance \*Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance

### Effective

The assistant principal: \*Ensures appropriate school-level and

### Improvement Necessary

The assistant principal: \*Ensures school-level and classroom-level programs are in place to help most students meet their academic goals \*Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress \*Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress

### Ineffective

The assistant principal: \*Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress \*Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program

## 2.13 Implements and monitors instructional technology

### Highly Effective

In addition to Level 3, the assistant principal:

### Effective

The assistant principal: \*Identifies and

### Improvement Necessary

The assistant principal: \*Develops most, but

### Ineffective

The assistant principal: \*Fails to provide

\*Successfully promotes the use of instructional technology that drives greater levels of student achievement

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

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

teachers with the support necessary to integrate technology into lesson and/or unit design

## 2.14 Implements effective school policies

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Institutes operational procedures designed and managed to maximize opportunities for successful student learning

### Effective

The assistant principal: \*Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner \*Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem \*Develops all stakeholders understanding of school policies and their consequences

### Improvement Necessary

The assistant principal: \*Establishes and implements school policies, processes, and routines, but enforcement is inconsistent \*Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance \*Develops student and staff understanding of school policies and their consequences

### Ineffective

The assistant principal: \*Inadequately develops stakeholders understanding of school policies and/or consequences \*Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school \*Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner

## 2.15 Monitors school culture

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices

### Effective

The assistant principal: \*Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge \*Tracks referral data to evaluate the effectiveness of interventions \*Uses the data to engage stakeholders in a process of continuous improvement

### Improvement Necessary

The assistant principal: \*Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement

### Ineffective

The assistant principal: \*Rarely uses data to evaluate effectiveness of interventions

## 2.16 Enhances a positive school culture

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy \*Demonstrates the ability to positively impact student achievement and culture

### Effective

The assistant principal: \*Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times \*Challenges low expectations and holds all persons accountable for observing agreed upon procedures \*Assists teachers with the implementation of effective classroom

### Improvement Necessary

The assistant principal: \*Consistently applies positive and negative consequences for behavior \*Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior

### Ineffective

The assistant principal: \*Inconsistently implements the student code of conduct, \*Allows irresponsible student behavior

management plans

## 2.17 Provides effective supervision

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Volunteers to assist at school events and or functions to which he/she is not directly assigned

### Effective

The assistant principal: \*Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students \*Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents

### Improvement Necessary

The assistant principal: \*Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students \*Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents

### Ineffective

The assistant principal: \*Rarely engages with students, parents, and or community members \*Fails to maintain high visibility at supervisory functions

## 2.18 Supports student services

### Highly Effective

In addition to Level 3, the assistant principal:  
\*Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services

### Effective

The assistant principal: \*Ensures all students have access to educational opportunities/services that meet their learning needs \*Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met \*Collaborates with service agencies in the community to support student needs that require interventions or additional supports

### Improvement Necessary

The assistant principal: \*Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner \*Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met \*Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports

### Ineffective

The assistant principal: \*Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) \*Fails to ensure the social, emotional, academic, and behavioral needs of each student are met \*Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

# Elwood NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed November 1, 2022

## Domain 1: Professionalism (30.00%)

### 1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; implements and maintains all health and sport medical requirements and regulations.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.



Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**1.9 Fulfills professional responsibilities with honesty and integrity.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and**

community to commit to these high standards.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

## Domain 2: Administrative Responsibilities (30.00%)

2.1 Provides leadership for the athletic department and places it in the proper educational perspective.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists, coordinates, and participates as determined by the school administrator, in scheduling and conduct of all athletic staff interviews.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.7 Arranges school board approved transportation for athletic events.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.11 Establishes procedures for the supervision and use of the training room.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community**

event activities.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.14 Coordinates the organization and operation of the press boxes.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.15 Attends and serves as school liaison at athletic booster club meetings.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### 2.19 Prepares and obtains signed game contracts.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### 2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### 2.21 Completes accurate financial records.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### 2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### 2.23 Keeps informed of the rules and regulations of the total athletic program.

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### 2.24 Informs the school board about program directions, problems and achievements.

Highly	Effective	Improvement	Ineffective	Not
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<b>Effective</b>		<b>Necessary</b>		<b>Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.**

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**2.26 Performs other duties as the principal and/or district administrator may direct.**

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**Domain 3: Sport Specific Duties (40.00%)**

**3.1 Attends as many contests, meets and events as possible (home and away).**

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.2 Examines all equipment and facilities before use.**

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.3 Provides dressing rooms for visiting teams and game officials.**

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.**

<b>Highly</b>	<b>Effective</b>	<b>Improvement</b>	<b>Ineffective</b>	<b>Not</b>
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<b>Effective</b>		<b>Necessary</b>		<b>Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 3.5 Evaluates each athlete's grades at the end of each grading period.

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 3.6 Secures parent consent cards, physical cards and medical forms from all participants.

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 3.7 Informs all coaches of all conference and state rules and regulations.

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 3.9 Supervises and observes coaching and maintains proper rapport with coaches.

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

### 3.10 Provides a system of evaluation and professional growth of coaches.

<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Not Applicable</b>
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

**3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.**

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Highly Effective	Effective	Improvement Necessary	Ineffective	NA

#### Domain 4: Core Professionalism (Special Weighting)

##### 4.1 Attendance

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Individual has not demonstrated a pattern of unexcused absences.	Individual demonstrates a pattern of unexcused absences.			



#### 4.2 On-Time Arrival

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).			

#### 4.3 Policies and Procedures

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).			

#### 4.4 Respect

Highly Effective	Effective	Improvement Necessary	Ineffective	Not Applicable
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.			