Indiana
DEPARTMENT OF EDUCATION

Staff Performance Evaluation Plan Submission Coversheet

SY 2017-18

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

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan, including a policy for the distribution of the Teacher Appreciation Grant (TAG), to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5, IC 20-43-10-3.5(c)) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:
Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which **clearly display** compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document, including this coversheet and the TAG policy, needs to be combined into one continuous PDF for submission. Again, all information must be included in **ONE** PDF, as you will only be able to upload a single document.

School Corporation Name:	Greensburg Community Schools
School Corporation Number:	1730

Annual Evaluations

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate *all* certificated employees, including teachers, administrators, counselors, principals and superintendents	B1-B12, C1-C10, D1-59, E1-E6, F1-F17, G1-G7, H1-H10

Objective Measures of Student Achievement and Growth

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Objective measures of student achievement and growth significantly inform *all* certificated employees evaluations	IC 20-28-11.5-4(c)(2)	• Weighting (broken down by percentage) of student achievement and growth in final summative evaluation for all certificated employees • Protocol for including objective measures of student achievement and growth	A1-A3
☒ Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	Student and/or School Wide Growth data ***Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8***	A2
☒ Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: o Student Learning Objectives (SLOs) o Corporation- or classroom-level student learning measures for non-tested grades and subjects o Other student learning measures for non-teaching staff o School-wide learning measures (*e.g.*, A-F accountability grade)	A2
☒ Student assessment results from locally-developed assessments and other test measures in evaluations for certificated employees	IC 20-28-11.5-4(c)(2)(C) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	• Student Learning Objectives (SLOs) • School-wide learning measures (*e.g.*, A-F accountability grade)	A2

Rigorous Measures of Effectiveness

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	• Observation rubrics - for *all* certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator • Other measures used for evaluations (*e.g.*, surveys)	B1-B12, C1-C10, D44-D58, E1-E5, F1-F17, G1-G7, H1-H10

Designation in Rating Category

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	A1-A2
☒ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	• Definition of negative impact on student growth for grades and subjects not measured by statewide assessments • Description of the process for modifying a final summative rating for negative growth	A3
☒ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	• Summative scoring process that yields placement into each performance category • Process for scoring student learning measures • Weighting (broken down by percentage) of all evaluation components	A2 Pivot Observation Instrument used by GCS

Evaluation Feedback

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	• Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development	Rise Model Timeline used D18, D40-D43

Evaluation Plan Discussion

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	• Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted • Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	Document I-1 Presented to Greensburg Teachers Association for approval on 6/13/17 & School Board Adoption on 6/13/2017.

Evaluators

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	• Description of ongoing evaluator training • Description of who will serve as evaluators • Process for determining evaluators	Rise Pilot Training Sessions 7/26/14-7/16/15 DOE Training at ECSC for new administrators.
☒ Teachers acting as evaluators (optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	• Description of who will serve as evaluators • Process for determining evaluators	GCS only uses Building Administrators to do evaluations.
☒ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description ongoing evaluator training	Yearly Administrator training for RISE. 7/25/17 for 2017-2018 school year.

Feedback and Remediation Plans

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	PIVOT Instrument used to gather data. B11 is used for Superintendent. A2 is used for other staff.
☒ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	• Remediation plan creation and timeframe • Process for linking evaluation results with professional development	RISE timeline is used. D17, D39-D42
☒ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	D9
☒ Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Teachers may request a conference at any time.

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	IC 20-28-11.5-7(c) Will be enforced by the Principal at each building level.
☒ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	IC 20-28-11.5-7(d) Parents will be contacted by certified letter by the Building Principal.

Teacher Appreciation Grant Policy

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ The amount of a stipend awarded to a teacher rated as Highly Effective must be at least 25% greater than the amount of a stipend awarded to a teacher rated as Effective	IC 20-43-10-3.5	Process and calculation for differentiating award amounts	Board Policy approved on 7/11/2017 to required 25% differentiation.
☒ The TAG policy may differentiate between school buildings	IC 20-43-10-3.5	Indication of whether amounts will be differentiated between schools within the corporation	No difference between schools in the corporation.
☒ The governing body may provide that an amount not exceeding 50% of the amount of a stipend to an individual teacher	IC 20-43-10-3.5	Indication of whether up to 50% of the stipend amount will be added to, and become a permanent part of, the base salary	Only stipends will be awarded.

Greensburg Community Schools

Certified Evaluation Instruments

The evaluation procedures for all certified personnel in Greensburg Community Schools will adhere to Public Law 90 guidelines. Public Law 90 requires evaluation instruments that are fair, credible, and accurate. The model or system for evaluations must meet the following criteria:

Be Annual: Every certified personnel, regardless of experience, deserves meaningful feedback on their performance on an annual basis.

Include Student Growth Data: Evaluations should be student-focused. First and foremost, an effective certified employee helps students make academic progress. A thorough evaluation system includes multiple measures of performance, and growth data must be one of the key measures. This is found in the school wide letter grade that impacts all certified evaluations.

Include Four Rating Categories: To retain our best employees, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all employees to perform at the highest level, we need to know which individuals are achieving the greatest success and be able to help those that are new or struggling.

Greensburg Schools will use a modified RISE format to evaluate all certified staff. Observations will be done using the Pivot instrument. All certified staff will be observed on the following schedule:

Two Long Observations (at least 40 minutes in length) – one observation each semester. Teachers that are currently rated highly effective will be evaluated using only these two (2) long observations and no short observations. All teachers will be evaluated using at least two (2) long observations.

Two Short Observations (at least 10 minutes in length) – one observation each semester along with the two (2) long observations for any teacher rated effective, improvement necessary, or ineffective.

Any struggling teacher may be evaluated more times if the administrator or teacher request

Any teacher on an Improvement Plan will be observed as many times as needed

All observations are un-announced to the teacher

Administrative staff will also conduct multiple walk around observations over the year

All observations will account for the scoring of the Teacher Effectiveness Rubric (TER)

The Teacher Effectiveness Rubric (TER) will consist of the following domains:

Domain One : Purposeful Planning

Domain Two : Effective Instruction

A1

Domain Three : Teacher Leadership

The Core Professionalism Rubric will also be used in the Summative Evaluation. These indicators illustrate the minimum competencies expected by certified staff. If they are not met they will affect the Summative Evaluation negatively. Any of these competencies not being met will result in a loss of .25 from the final summative score in the evaluation:

Attendance (.25 points)	Individual demonstrates a pattern of unexcused absences
On-Time Arrival (.25 points)	Individual demonstrates a pattern of late arrivals to work
Policies/ Procedures (.25 points)	Individual fails to follow recognized policies of the school
Respect (.25 points)	Individual disrespects others in the school community

If a certified staff member fails to meet the standard in any of these indicators .25 will be deducted from the summative Rise score for each indicator that does not meet the standard.

A certified staff member must have 95% attendance for the school year to meet the attendance standard. This would exclude any days missed under FMLA or a doctor's care.

Final Summative Rating :

The following weights will be used to determine the final teacher rating:

Teacher Effectiveness Rubric (TER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

TER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold all certified staff accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

A 2

Final Summative Rating

___ Ineffective

___ Improvement Necessary

___ Effective

___ Highly Effective

** If a teacher receives negative impact status on student growth from the IDOE then that teacher must receive a summative rating of Improvement Necessary or Ineffective. The teacher will not be eligible for a salary increase for that year.

<u>Teacher Signature</u>

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

Signature: _____   Date : _____

<u>Evaluator Signature</u>

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

Signature : _____   Date : _____

A3

ISBA / IAPSS
SUPERINTENDENT
EVALUATION

Superintendent
Effectiveness
Rubric

1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.

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

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

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

B3

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

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

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior.	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	The organization skills of the superintendent support most and all creative activities that involve all of the leadership stakeholders in the corporation. The superintendent incorporates project management skills along with a systems thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.				
4.1 The superintendent actively engages in communication with parents and community.	There is clear evidence of communication with parents and the community.	There is some evidence of communication with parents and the community.	School/community communications are not initiated by the superintendent.	The superintendent does not identify groups and potential partners within the community.
	Survey data is utilized to measure parents' and community members' viewpoints of educational objectives.	The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.	The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.	The superintendent fails to ensure that parent and community activities are conducted.
	The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.	The superintendent assumes leadership roles in community organizations.	The superintendent occasionally participates in community organizations but does not become actively involved.	The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.
	The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.			
4.2 The superintendent forges consensus for change and improvement throughout the school corporation.	The superintendent uses effective strategies to achieve a consensus for change and improvement.	The superintendent uses effective strategies to work toward a consensus for change and improvement.	The superintendent occasionally identifies areas where consensus is necessary.	The superintendent fails to forge consensus for change.
	The superintendent guides others through change and addresses resistance to that change.	The superintendent directs change and improvement processes securing the allies necessary to support the change effort.	Areas of change that are identified as needing consensus has yet to implement a process for change and improvement	Fails to identify areas in which agreement and/or consensus is necessary.
	The superintendent systematically monitors, implements and sustains the strategies for change.	The superintendent monitors, implements and sustains the strategies for change.	Strategies for change are not implemented and unsuccessful in securing cooperation.	Rarely or never develops a process for change and/or improvement
				Rarely or never seeks feedback or secures cooperation.

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

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

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

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources that are not allocated on the basis of an identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.1 The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.
6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization.	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation	The superintendent consistently utilizes technology within his/her daily responsibilities. The superintendent demonstrates effort toward serving as a model for technology implementation	The superintendent occasionally utilizes technology within his/her daily responsibilities. There is little or no evidence of the superintendent taking a personal initiative to learn new technology	The superintendent has limited use of technology within his/her daily responsibilities. The superintendent does not serve as a model for technology implementation.
6.3 The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	The superintendent ensures there are updated procedures in place to address the safety of students and staff. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.

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

Indiana Superintendent Evaluation Rubric and Goals Score Sheet

1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

4.0 Building Relationships – The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

Evaluator's Name or #_____

Final Summative Rating : Superintendent

The following weights will be used to determine the final Superintendent rating:

Superintendent Effectiveness Rubric (SER)	90% (.90)
Corporation Letter Grade (CWLG)	10% (.10)

The final summative score is calculated using the following formula :

SER rating X 90% (.90)	=	_____
CWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*CWLG will be used to hold the Superintendent accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating _____

Superintendent's Signature

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

Signature: _____   Date : _____

School Board President's Signature

I have met with this Superintendent to discuss the information on this form and provide a copy.

Signature : _____   Date : _____

RISE

Evaluation and Development System

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- **To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.

- **To Provide Clear Expectations for Principals:** The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.

- **To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure

Who developed the Principal Effectiveness Rubric?

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

What research and evidence support the Principal Effectiveness Rubric?

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

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

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

    Domain 1: Teacher Effectiveness
    Domain 2: Leadership Actions

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

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

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

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

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

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

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles[1]:

1. **Training and support:** Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability:** The differentiation of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

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

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

Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager 1.1.1 **Hiring and retention**	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 entirely or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personnel characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	Principal recruits, hires, and supports teachers by: Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions. Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth. Aligning personnel decisions with the vision and mission of the school.	Principal recruits, hires, and supports effective teachers by: Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions.	Principal 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; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings. Rarely or never applying the school's vision/mission to HR decisions.
1.1.2 Evaluation of teachers	At level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Principal prioritizes and applies teacher evaluations by: Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building. Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance. Following processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal prioritizes and applies teacher evaluations by: Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building. Using teacher evaluations to partially differentiate the performance of teacher Following most processes and procedures outlined in the corporation evaluation plan for all staff members	Principal 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 Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3 Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: frequently creating learning opportunities in which highly effective teachers support their peers; Monitoring the impact of implemented learning opportunities on student achievement; Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities tuned to staff needs by: Providing learning opportunities to teachers all gened to professional needs based on academic performance data and a teacher evaluat on results; Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. Providing differentiated learning opportunities to teachers based on evaluation results	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; Providing learning opportunities with little variety of format; Providing differentiated learning opportunities to teachers in some measure based on evaluation results	Principal 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	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Encouraging and supporting teacher leadership and progression on career ladders; Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; Providing formal and informal opportunities to mentor emerging leaders; Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions, or learning opportunities	Principal develops leadership and talent by: Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; Providing formal and informal opportunities to mentor some, but not all, emerging leaders; Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	Principal 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; Frequently assigns responsibilities without allocating necessary authority
1.1.5 Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Encouraging and supporting staff members to seek out responsibilities; Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Monitoring the progress towards success of those to whom delegations have been made; Providing support to staff members as needed	Principal delegates tasks and responsibilities appropriately by: Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; Providing support, but not always as needed	Principal 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6 Strategic assignment[1]	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	Principal uses staff placement to support instruction by: Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students. Strategically assigning support staff to teachers and classes as necessary to support student achievement.	Principal uses staff placement to support instruction by: Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	Principal 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	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] This indicator obviously assumes there is ability of leader to make these decisions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1 Mission and vision	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely, instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely, instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	Principal 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	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority. Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observation and student performance data.	Principal uses classroom observations to support student academic achievement by: Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction even while instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: Rarely or never visiting teachers to observe instruction. Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data. Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3 Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring collaborative efforts to ensure a constant focus on student learning; Tackling best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results.	Principal supports teacher collaboration by: Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices.	Principal does not support teacher collaboration by: Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback, Rarely or never aligning teacher collaborative efforts to instructional practices

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

1.3 Leading Indicators of Student Learning

1.3.1 Planning and Developing Student Learning Objectives

Highly Effective (4): At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Utilizing SLOs as the basis of school wide goals, and/or the vision and mission;
- Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;
- Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;
- Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;
- Revisiting the use and design of teacher and school-wide tracking tools.

Effective (3): 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, identify standards or skills to be assessed, and ensure 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.

Improvement Necessary (2): Principal supports the creation of Student Learning Objectives (SLOs) by:

- Organizing, but only occasionally leading an 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.

Ineffective (1): 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 Objectives

Highly Effective (4): At Level 4, a principal fulfills the criteria for Level 3 and additionally:

- Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;
- Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.

Effective (3): Principal creates rigor in SLOs by:

- Ensuring teachers' SLOs define desired outcomes;
- Ensuring assessments used correspond to the appropriate state content standards;
- Ensuring outcomes are benchmarked to high expectation, such as international standards and/or typical to high growth;
- Ensuring an analysis of previous year's student data is included in the development of SLOs;
- Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards, as measured by achievement and/or growth.

Improvement Necessary (2): Principal creates rigor in SLOs by:

- Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;
- Assessing baseline data that may not be effectively used to assess students' starting points;
- Selecting and allowing for assessments that may not be appropriately aligned to state content standards.

Ineffective (1): Principal creates rigor in SLOs by:

- Allowing for outcomes to be benchmarked to less than typical growth;
- Failing to assess baseline knowledge of students;
- Failing to select assessments that are appropriately aligned to content standards.

1.3.3 Instructional time

Highly Effective (4): 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 (3): 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 (2): Principal supports instructional time by:

- Removing major sources of distractions of instructional time;
- Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc.;
- Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.

Ineffective (1): 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

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1 Professionalism	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: Modeling professional, ethical, and respectful behavior at all times; Expecting students and colleagues to display professional, ethical, and respectful behavior at all times	Principal supports professionalism by: Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations, Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations;	Principal <u>does not</u> support professionalism by: Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations
2.1.2 Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives, Monitoring use of time to identify areas that are not effectively utilized.	Principal manages time effectively by: Establishing yearly, monthly, weekly, and daily priorities and objectives; Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; Occasionally prioritizes activities unrelated to student achievement	Principal manages time effectively by: Rarely or never establishing timely objectives or priorities, Regularly prioritizing activities unrelated to student achievement.
2.1.3 Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; Identifying the most efficient means through which feedback can be generated; Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	Principal uses feedback to improve student performance by: Actively soliciting feedback and help from all key stakeholders; Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: Accepts feedback from any stakeholder when it is offered but does not actively seek out such input, Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal <u>does not</u> use feedback to improve student performance by: Rarely or never establishing feedback, Regularly avoiding or devaluing feedback, Rarely or never applying feedback to shape priorities

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2.1.4 Initiative and persistence

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

Exceeding typical expectations to accomplish ambitious goals;

Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;

Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.

Principal displays initiative and persistence by:

Consistently achieving expected goals;

Taking on voluntary responsibilities that contribute to school success;

Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;

Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

Principal displays initiative and persistence by:

Achieving most, but not all expected goals;

Occasionally taking on additional, voluntary responsibilities that contribute to school success;

Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;

Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.

Principal 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.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships				
2.2.1 Culture of urgency	At Level 4, a principal fulfills the criteria for Level 3 and additionally: • Ensuring the culture of urgency is sustained by celebrating progress while maintaining a focus on continued improvement.	Principal creates an organizational culture of urgency by: Aligning the efforts of students, parents, teachers and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of those expectations.	Principal creates an organizational culture of urgency by: Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; Occasionally leading a pursuit of their expectation.	Principal does not create an organizational culture of urgency by: Failing to align efforts of students and teacher to a shared understanding of academic and behavioral expectations; Failing to identify the efforts of student and teacher, the unable to support their effort.
2.2.2 Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: To the extent possible, messaging key concepts in real time. Tracking the impact of interaction with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: Messaging key concepts, such as the school's goals, needs, plans, success, and failures; Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc	Principal skillfully and clearly communicates by: Messaging most, but not all, key concepts; Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication	Principal 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	At Level 4, a principal fulfills the criteria for Level 3 and additionally: • Guides others through change and addresses resistance to that change. Monitors the success of strategies and revises based on strengths and weaknesses. Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: Using effective strategies to work toward a consensus for change and improvement. Systematically managing and monitoring change processes; Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation on delivering input from all stakeholders.	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

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2.3 Culture of Achievement

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3.1 High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; Benchmarking expectations to the performance of the state's highest performing schools; Creating systems and approaches to monitor the level of academic and behavior expectations, Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals	Principal creates and supports high academic and behavior expectations by: Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; Empowering students to set high and demanding expectations for themselves; Ensuring that students are consistently learning, respectful, and on task; Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	Principal creates and supports high academic and behavioral expectations by: Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations. Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	Principal 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	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Principal establishes academic rigor by: Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Principal establishes academic rigor by: Creating academic goals that are nearing the rigor required to meet the school's academic goals; Creating academic goals but occasionally deviates from these goals in the face of adversity	Principal 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	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

Final Summative Rating : Principal

The following weights will be used to determine the final Principal rating:

Principal's Effectiveness Rubric (PER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

PER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold the Principal accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating   _____

Principal's Signature

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

Signature: _____   Date : _____

Superintendent's Signature

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

Signature : _____   Date : _____

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RISE

Evaluation and
Development System

Indiana Department of Education

Greensburg Teacher Effectiveness Rubric

NOTE: THIS IS A MODIFIED VERSION OF THE RISE RUBRIC.

Indiana Teacher Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Indiana's teachers are hard-working and devoted to the success of every student. It's time we treat them like the professionals they are and take special care to identify and reward greatness in the classroom.

To do this, we need fair, credible and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. With the help of teachers and leaders throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90 and are fair, credible, and accurate. Regardless of model or system, evaluations must:

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

- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.

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

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Indiana's State Model on Teacher Evaluation

Background/Context

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

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:
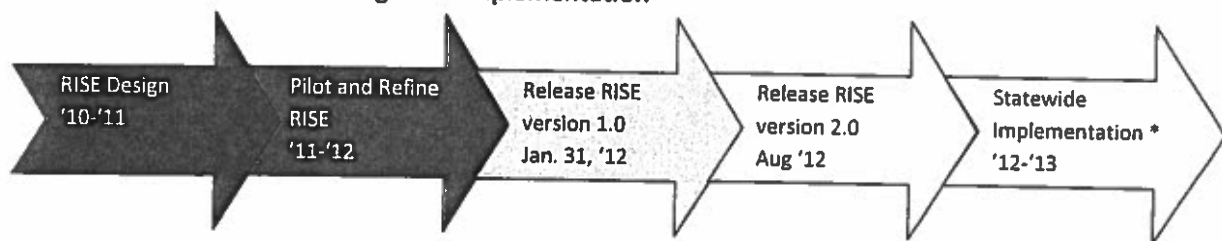
- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

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

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

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Public Law 90 requires statewide implementation of new or modified evaluation systems compliant with the law 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 drove model refinement. RISE 2.0 reflects the refined model of the original system.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. 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 the Indiana Department of Education 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

| RISE Design '10-'11 | Pilot and Refine RISE '11-'12 | Release RISE version 1.0 Jan. 31, '12 | Release RISE version 2.0 Aug '12 | Statewide Implementation * '12-'13 |

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 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 the school year in one of four performance levels:

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

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

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

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

Overview of Components

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

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. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

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.

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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.

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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

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The Indiana Teacher Effectiveness Rubric

In Appendix C of this guidebook, 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.

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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 two short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

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

Evaluators and teachers seeking more guidance around evidence collection for Domains 1 and 3 should reference the "Evidence Collection and Scoring of Domains 1 and 3" resource under the Professional Practice resources section on the RISE website.

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

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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.

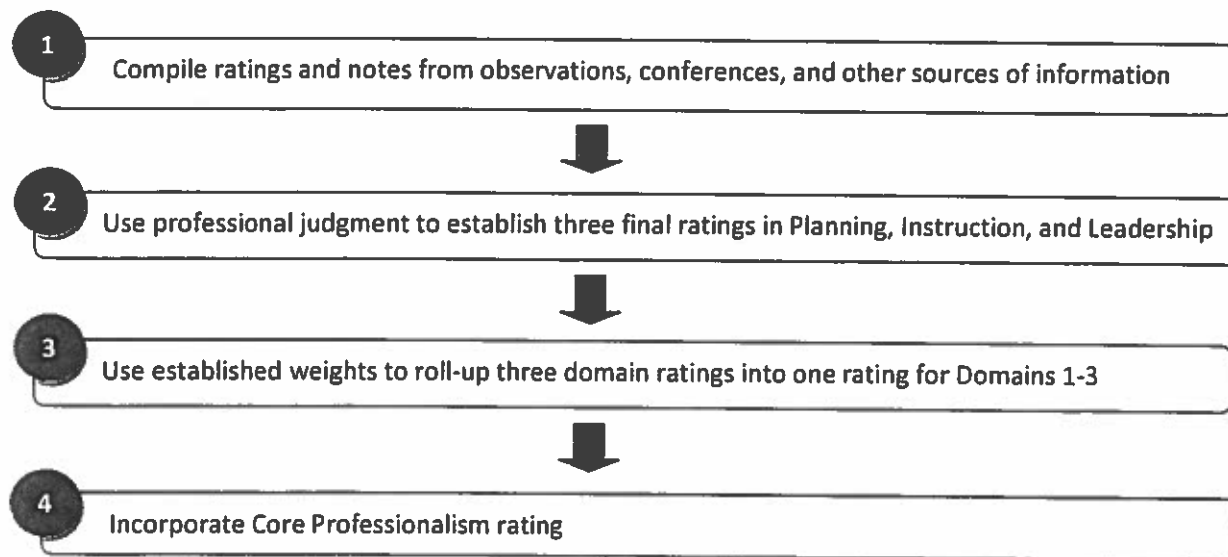**Figure 3: Evidence vs. Judgment**

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	The teacher doesn't do a good job of making sure students understand concepts.
(9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	
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?	**Competency 2.4: Check for 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. (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?"	**Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work** 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:

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

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

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

4 Incorporate Core Professionalism rating

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Each step is described in detail below.

1 **Compile ratings and notes from observations, conferences, and other sources of information.**
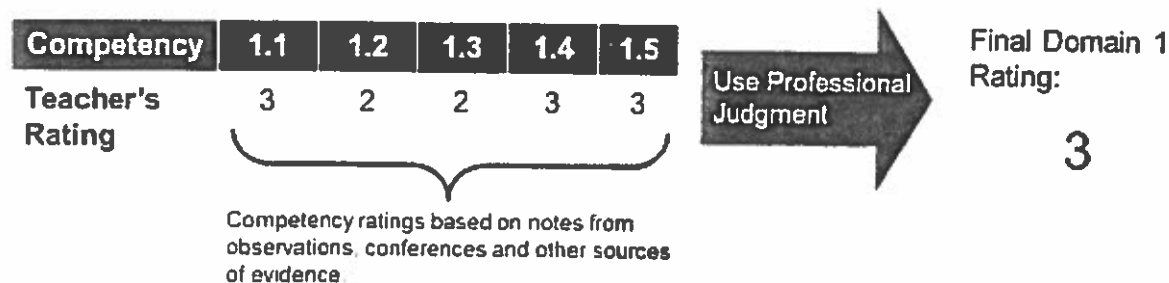
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information 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.

Competency	1.1	1.2	1.3	1.4	1.5
Teacher's Rating	3	2	2	3	3

Competency ratings based on notes from observations, conferences and other sources of evidence

Use Professional Judgment

Final Domain 1 Rating:

3

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

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

Component 2: Student Learning

Student Learning: Overview

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

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

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

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

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

Available Measures of Student Learning

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

- Are **accurate** in assessing student learning and teacher impact on student learning

- Provide **valuable and timely data** to drive instruction in classrooms

- Are **fair** to teachers in different grades and subjects

- Are as **consistent** as possible across grades and subjects

- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

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Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

Indiana Growth Model

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP + scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's new A – F accountability model. The new A – F accountability model will be based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

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

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

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

End-of-Course Assessment: An assessment given at the end of the course to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

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.

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

Group 2 Teacher: For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their "classes" have growth model data.

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More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

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

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

Indiana Growth Model: The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). Most teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

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

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

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

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

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

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

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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.

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

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.

Statewide Assessment: A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

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

Student Learning: Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives.

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These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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.

Teacher-Created Assessment: A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment)

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Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this handbook and the Student Learning Objectives handbook 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)
- Measures of Student Learning
    - Three measures of student learning as outlined in the RISE system
    - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
        - Assessments
        - Number of objectives
        - Population targets for objectives
        - Process steps
        - Weight of objectives
- Summative Scoring
    - Weights assigned to components of the summative model
    - Definition of groups of teachers for weighting purposes

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

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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.

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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**

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2.3 ENGAGEMENT

Evidence	Indicator

2.4 UNDERSTANDING

Evidence	Indicator

2.5 MODIFY INSTRUCTION

Evidence	Indicator

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2.6 RIGOR	
Evidence	**Indicator**

2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	**Indicator**

2.8 CLASSROOM CULTURE	
Evidence	**Indicator**

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2.9 HIGH EXPECTATIONS	
Evidence	**Indicator**

Overall Strengths:

Overall Areas for Improvement:

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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:

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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.

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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?

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Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE: _____

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

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

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

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

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

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

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

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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

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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 if 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: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

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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: _____	
Final Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.	

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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: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	

Final Score for Domains 1-3:

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: _____

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Domain 4: Professionalism	Final Assessment of Domain 4
1. Attendance .25 2. On-Time Arrival .25 3. Policies and Procedures .25 4. Respect .25	
Final Rating (Circle One)	**Meets Standards** **Does Not Meet Standards**

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: _____

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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: _____

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Optional Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

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

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

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

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

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RISE

Evaluation and Development System

Indiana Department of Education

Indiana Teacher
Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

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DOMAIN 1: PURPOSEFUL PLANNING

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

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

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		Level 4	Level 3	Level 2	Level 1
1.4	Create Objective-Driven Lesson Plans and Assessments	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	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 inform instruction	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: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	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 - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

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DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
Develop student understanding and mastery of lesson objectives	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson - Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms - Importance of the objective is explained so that students understand why they are learning what they are learning - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable - Objective is stated, but not in a student-friendly manner that leads to understanding - Teacher attempts explanation of importance of objective, but students fail to understand - Lesson generally does not build on prior knowledge of students or students fail to make this connection - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
Demonstrate and Clearly Communicate Content Knowledge to Students	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	- Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	- Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	- Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.

3. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: **Engage students in academic content**	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
	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	- 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	- 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	- 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 provides differentiated ways of engaging with content specific to individual student needs	- 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
	- 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 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
	- Teacher effectively integrates technology as a tool to engage students in academic content	- 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
		- 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.

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.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	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
	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 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, scaffold 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:
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

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	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
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - 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.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: • Lesson is accessible and challenging to all students • Students are able to answer higher-level questions with meaningful responses • Students pose higher-level questions to the teacher and to each other • Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great • Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)	• Lesson is accessible and challenging to almost all students • Teacher frequently develops higher-level understanding through effective questioning • Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding • Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning • Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	• Lesson is not always accessible or challenging for students • Some questions used may not be effective in developing higher-level understanding (too complex or confusing) • Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding • While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate • Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	• Lesson is not aligned with developmental level of students (may be too challenging or too easy) • Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. • Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. • Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. • Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

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

• Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")

• Asking students to explain their reasoning

• Asking students to explain why they are learning something or to summarize the main idea

• Asking students to apply a new skill or concept in a different context

• Posing a question that increases the rigor of the lesson content

• Prompting students to make connections to previous material or prior knowledge

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

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

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

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	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
Competency 2.7: Maximize Instructional Time	*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	- 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.	- 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.	- Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: **Create Classroom Culture of Respect and Collaboration**	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	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 success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9: **Set High Expectations for Academic Success**	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.
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

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

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DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	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: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	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	Teacher 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	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	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	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	Teacher will: - Attend all mandatory professional development opportunities Teacher may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

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3.4	Advocate for Student Success	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	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	Teacher will: - Display commitment to the education of all his/her students Teacher may not: - Advocate for students' needs	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	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	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	Teacher will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1 Attendance (.25)	Individual demonstrates a pattern of unexcused absence.	Individual has not demonstrated a pattern of unexcused absence.
2 On-Time Arrival (.25)	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3 Policies and Procedures (.25)	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)
4 Respect (.25)	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

- If a teacher fails to meet the standard in any of these indicators, .25 will be deducted from their summative RISE score for each indicator that does not meet the standard.
- A teacher must have 95% attendance for the school year to meet the attendance standard. This would exclude any days missed under FMLA or a doctor's care.

Final Summative Rating : Teacher

The following weights will be used to determine the final Principal rating:

Teacher's Effectiveness Rubric (TER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

TER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold the teacher accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating _____

Teacher's Signature

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

Signature: _____   Date : _____

Principal's Signature

I have met with this teacherI to discuss the information on this form and provide a copy.

Signature : _____   Date : _____

D59

PROFESSIONAL SCHOOL COUNSELOR

EFFECTIVENESS RUBRIC

Greensburg Community Schools

Overview:

What is the purpose of the Professional School Counselor Rubric?

The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors:** The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors:** The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing effectiveness along four domains.

Who developed the Professional School Counselor Effectiveness Rubric?

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- **Domain 1: Academic Achievement**
- **Domain 2: Student Assistant Services**
- **Domain 3: Career Development**
- **Domain 4: Professional Leadership**

How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indictor, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N O (not observed) ratings.
- A written summary may also be attached.

How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support:** Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.

2. **Accountability:** The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

DOMAIN 1: ACADEMIC ACHIEVEMENT

School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success through collaboration.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success.	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.	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.	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.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to 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.	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.	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.	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.	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.	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.	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.	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.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

DOMAIN 2: STUDENT ASSISTANCE SERVICES   School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
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.	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.	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.	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.	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.	The school counselor consistently 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, provides school and community resources to identify resources, prevention and implements any 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, adult assistance and professional help, assists students to identify school and community resources, or 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.	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, 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.	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 takes 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   School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1 The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force) to expand career knowledge and experiences	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards	The school counselor does not facilitate age-appropriate career development.	
3.2 The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work	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	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	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explains how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized	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	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	The counselor helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are encouraged to use research and informational resources to obtain career information	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are encouraged to use research and informational resources to obtain career information	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.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge and skills necessary for lifelong learning and career readiness	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

E 3

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE

School counselors adhere to ethical standards, grow professionally; advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally.	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.	Professional goals are developed, established. The school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and never 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.	The school counselor provides consistent and effective leadership on the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership on the school counseling program and the school.	The school counselor inconsistently provides leadership, but may and not follow through appropriately, or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal— to 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.	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.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, 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.	The school counselor always demonstrates professional conduct and integrity, seeks appropriate intervention services for students, abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for students, abides by ethical and legal codes and seeks consultation and supervision as needed.	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.	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.	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.	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.	The school counseling program serves some students, and lacks data management effectiveness. The school counselor is not demonstrating an attentive to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement in 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. None. This may include other school duties assigned by the administration provided these assignments do not interfere with the counseling program and services to students.	The school counselor provides leader and positive role model to provide management activities that support the program's guidance counseling, and 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.	The school counselor provides management activities that support the program's guidance counseling, and 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.	The school counselor provides some management activities to the school counseling program with any program management activities. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program and the school counselor management activities is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

E 4

SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.

Overall Rating

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	

KEY	
72-80	Highly Effective
64-71	Effective
56-63	Improvement Necessary
0-55	Ineffective

Strengths

Specific Growth Areas

Additional documentation may be attached.

Employee Signature:
Date:

Administrator Signature:
Date:

*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

5

Final Summative Rating : Counselor

The following weights will be used to determine the final Principal rating:

Counselor's Effectiveness Rubric (CER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

CER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold the counselor accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating   _____

Counselor's Signature

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

Signature: _____   Date : _____

Principal's Signature

I have met with this teacherI to discuss the information on this form and provide a copy.

Signature : _____   Date : _____

E 6

Association of Indiana School Library Educators

School Librarian Evaluation Rubric

aisle

This document as it stands is endorsed by the Association for Indiana School Library Educators (AISLE). Any use or adaptation of it must be used with permission from AISLE. Please contact Robyn Young (rryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us).

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

AISLE School Librarian Evaluation Rubric

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

Competencies	Level of Performance			
	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Demonstrating knowledge of literature and current trends in library practice and information technology	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.	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.	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. - Librarian reads journals to learn about current trends.	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.

Notes 1.1

1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals.
2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.

F 1

AISLE School Librarian Evaluation Rubric

Level of Performance

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	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.	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.	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 by not communicated with appropriate stakeholders.	School librarian's goals for the media program or they are inappropriate to either the situation in the school or the age of the students.
Notes 1.2 1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.				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.
1.3 Demonstrating knowledge of resources, both within and beyond the school and district	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

Notes 1.3

1.   This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.

F 2

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		Level of Performance		
1.4 Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Notes 1.4

1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.

1.5 Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6 Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

F 3

AISLE School Librarian Evaluation Rubric

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

F 4

AISLE School Librarian Evaluation Rubric

Domain 2: Effective Instruction

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

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

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

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AISLE School Librarian Evaluation Rubric

2.2				
Demonstrate and Clearly Communicate Content Knowledge to Students	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:
- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding
- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest
- Explanations spark student excitement and interest in the content
- Students participate in each others' learning of content through collaboration during the lesson
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level | School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct
- Content is clear, concise and well-organized
- Librarian restates and rephrases instruction in multiple ways to increase understanding
- Librarian emphasizes key points or main ideas in content
- Librarian uses developmentally appropriate language and explanations
- Librarian implements relevant instructional strategies learned via professional development | School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge that is factually correct
- Content occasionally lacks clarity and is not as well organized as it could be
- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding
- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways
- Explanations sometimes lack developmentally appropriate language
- Librarian does not always implement new and improved instructional strategies learned via professional development | School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.
- Librarian may deliver content that is factually incorrect
- Explanations may be unclear or incoherent and fail to build student understanding of key concepts
- Librarian continues with planned instruction, even when it is obvious that students are not understanding content
- Librarian does not emphasize main ideas, and students are often confused about content
- Librarian fails to use developmentally appropriate language |

Notes 2.2

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

F6

AISLE School Librarian Evaluation Rubric

2.3 Engage Students in Academic Content	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
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content	- More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content

AISLE School Librarian Evaluation Rubric

Notes 2,3

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.

2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.

3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.

4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

AISLE School Librarian Evaluation Rubric

		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.
2.4	Check for Understanding	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding - Librarian may not provide enough wait time after posing a question for students to think and respond before 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	- Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson

AISLE School Librarian Evaluation Rubric

Notes 2.4

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/Bell Ringers
   - Turn and Talk/Pair Share
   - Guided or Independent Practice
   - Exit Slips

2.5	Modify Instruction as Needed	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.
		For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: · Librarian anticipates student misunderstandings and preemptively addresses them · Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	· Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students · Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs · Librarian responds to misunderstandings with effective scaffolding techniques · Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	· Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students · Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective · Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	· Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students · Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques · Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

January 28, 2012

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AISLE School Librarian Evaluation Rubric

2.6	Maximize Instructional Time	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.
		For Level 4, all of the evidence listed under Level 3 is present, as well as the following: • All students are on-task and follow instructions of Librarian without much prompting	• Routines, transitions, and procedures are well-executed. • Almost all students are on-task and follow instructions of librarian without much prompting • Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	• Routines, transitions, and procedures are in place. • Significant prompting from the librarian is necessary for students to follow instructions and remain on-task • Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem	• There are few or no evident routines or procedures in place. • Even with significant prompting, students frequently do not follow directions and are off-task • Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson • Classroom management is generally poor and wastes instructional time
2.7	Assisting students in the use of technology in the Media Center	School librarian proactively Initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	Notes 2.7				
	1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.				
	2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.				
2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

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AISLE School Librarian Evaluation Rubric

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

AISLE School Librarian Evaluation Rubric

Domain 3: Leadership

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

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

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AISLE School Librarian Evaluation Rubric

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

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AISLE School Librarian Evaluation Rubric

| 3.8 | Seek professional skills and knowledge | School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions. | School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed. | School librarian's participation in professional development activities is limited to those that are mandatory. | School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. |

Notes 3.8

1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.

Domain 4: Core Professionalism

AISLE School Librarian Evaluation Rubric

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

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

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

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.

2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.

3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

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Final Summative Rating : Librarian

The following weights will be used to determine the final Principal rating:

Librarian's Effectiveness Rubric (LER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

LER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold the librarian accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating _____

Librarian's Signature

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

Signature: _____   Date : _____

Principal's Signature

I have met with this librarian to discuss the information on this form and provide a copy.
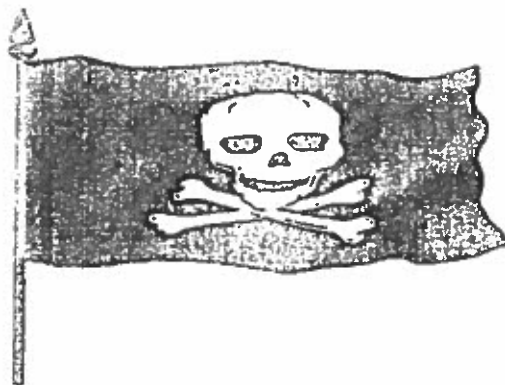

Signature : _____   Date : _____

F17

School Athletic Director

GCS Evaluation

Document

_____

ATHLETIC DIRECTOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR ATHLETIC DIRECTOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Total Years as Athletic Director_____

Evaluators Will Use the Following Rubrics to Score Each Question:

Highly Effective - Performance consistently exhibits multiple strengths that have a strong, positive impact on students and the school climate. Athletic Director serves as a role model. Areas for professional growth are self-directed and continuous. Score = 3

Effective - Performance more often than not exhibits strengths that impact students, coaching staff and school climate. Athletic Director more often than not serves as a model areas or importance. Athletic Director makes an effort more often than not to grow and improve. Score = 2

Improvement Necessary - Performance typically are below expectations in important areas that impact students, coaching staff and school climate. Professional growth and improvement are lacking. Score = 1

Ineffective – Athletic Director rarely exhibits the necessary strengths to perform his/her duties effectively. Professional growth and improvement are rarely seen. Direct and immediate intervention is required by the superintendent or his/her designee. Score = 0

Administrator Effectiveness-The athletic director has developed a mission statement that clearly defines what the school/program is seeking to achieve and delineates the expectations of the program for student-athletes, coaches, school administration, parents, and the community. The expectations of the athletic program are the fundamental goals by which the school assesses the effectiveness of the athletic program and services provided.

____1. The athletic director has facilitated the athletic program mission statement and expectations. The mission is to be clearly linked to the academic mission of the school and district.

_____ 2. The athletic director defines expectations as they relate to the athletic program for coaches, student-athletes, parents, and the community.

_____ 3. The athletic director reviews the mission and expectations to assure it reflects the needs of the student-athlete, the school and the community.

_____ 4. The athletic director publishes the mission and expectations throughout the school community in a manner that ensures that all stakeholders are aware of athletic department's goals.

_____ 5. The athletic director develops and institutes curricula that advance sport specific training, conditioning, and skill development in all sports.

_____ 6. The athletic director develops specific programs and activities that are implemented by the athletic department to address the proper behavior of all student-athletes, coaches, parents and spectators at athletic contests.

_____ 7. The athletic director shall monitor the academic achievement of each student athlete throughout the high school years.

_____ 8. The athletic director promotes an athletic program that is safe, positive, respectful, and supportive and fosters the benefits of multi-sports athletics and the disadvantages of sports specialization.

_____ Total Points Possible (24)

Managerial Leadership-The athletic director provides sufficient support and resources to all student-athletes and sports programs. The athletic program is in compliance with all state and federal mandates. The athletic director has a clearly defined personnel evaluation plan in place which is designed to enhance the professional growth of all coaches. The athletic director promotes and supports all IHSAA rules and by-laws and is in compliance with all state and federal statutes.

_____ 1. The athletic director provides sufficient funding to assure quality athletic opportunities, personnel, services, facilities, equipment, transportation, uniforms, teaching materials and supplies to support each sport offering.

_____ 2. The athletic director shall insure adequate, properly maintained, refurbished or replaced equipment for all teams.

_____ 3. The athletic director shall allocate resources, programs and services for all sports equitably.

_____ 4. The athletic director shall be in compliance with all state and federal mandates of Title IX.

_____ 5. The athletic director provides equal opportunities for male and female athletes.

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_____ 6. The athletic director oversees the athletic booster club.

_____ 7. The athletic director insures that all athletic facilities are properly maintained to ensure the safety of student-athletes.

8. The athletic director has clearly defined policies and procedures in place for the effective administration of the program.

9. The athletic director has developed a student athlete handbook that clearly defines all expectations for student athletes including, but not limited to, policies on sportsmanship, hazing, taunting, substance use and abuse, and is provided to all student-athletes and their parents.

10. The athletic director has written guidelines for all booster clubs explaining their role in the program.

11. The athletic director has emergency guidelines and evacuation procedures for all athletic events.

12. The athletic director has a formal evaluation plan for all head coaches and assistant coaches that promote the professional growth and competence of all coaches.

13. The athletic director allows for the meaningful input from student-athletes, parents, booster clubs, and the community into decisions
impacting the athletic program.

14. The athletic director regularly acknowledges, celebrates, and displays the accomplishments of the student-athlete, teams and coaches.

_____ 15. The athletic director coordinates contest and practice schedules for coaches when necessary in a manner which maximizes the utilization of all facilities and resources.

_____ 16. The athletic director maintains an appropriate file of records, results, and awards.

_____ 17. The athletic director assumes the responsibility of the supervision of home athletic events.

_____ 18. The athletic director assists in organizing and scheduling interscholastic athletic transportation for athletic contests.

_____ 19. The athletic director serves as a manager and host for special tournaments of the county, conference and the I.H.S.A.A.

_____ 20. The athletic director procures, organizes and schedules officials and workers for conduction of contests.

_____ 21. The athletic director works with media regarding results, hosted events, and special press releases.

_____ 22. The athletic director plans and establishes the type of awards, methods of earning, and recognition programs for distribution to athletes.

_____ 23. The athletic director assists in the implementation of the random drug testing program.

G 3

___ 24. The athletic director assists with supervision during the school day.

___ 25. The athletic director models professional, ethical, and respectful behavior at all times.

___ Total Points Possible (75)

Mandatory Core of Employment: Athletic Directors are given one evaluation point through their ongoing professional core of performance necessary for success. These include the following mandatory areas: Attends school events as needed and expected; is cooperative with peers and supervisors; follows all rules, procedures, board policies and mandates set forth by the school corporation; and sets the example for his/her staff for timeliness and attendance.

___ One Point or No Points Awarded

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part A Total Overall Score: _____

Part A Total Possible Points = 100

Part A Evaluation Summary Comments:

PART B EVALUATION FORM FOR ATHLETIC DIRECTORS

1. The athletic director maintains fiscal responsibility with the overall athletic budget in the black. 50% of Part B
2. The athletic director has certified and qualified officials for every home contest. 25% of Part B
3. The athletic director has signed contracts from sending schools for all home and away athletic contests. 25% of Part B

Bonus Points
The athletic director will earn bonus points based on the following situations:
1. Receive the IHSAA Sportsmanship Award = 2 points

Evidence: (None needed unless an area is deemed Improvement Necessary to maintain his/her position.)

Part B Total Overall Score: _____

Part B Evaluation Summary Comments:

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Part B Total Possible Points = 100.

Part A Total Score _____
Part B Total Score ___ __

Part A and B Total Score _____
(Total Points Possible = 200)

Date of Evaluation Conference_____

Athletic Director's Signature _____
                              (Administrator's signature does not automatically indicate
agreement)

Evaluator's Signature _____

Part A Total Overall Score: _____(Out of a total 100 points possible)

Part A Evaluation Summary Comments:

Part A Total Possible Points = 100.

Part A and Part B Total

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Ineffective	Improvement Necessary	Effective	Highly Effective
Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79	Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119	Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159	Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200

Part A Total Score _____
Part B Total Score _____

Part A and B Total Score _____ (Out of a 200 points possible)

Signatures

School Year_____

Date of Post Conference Evaluation Meeting_____

Evaluator's Signature

_____

I acknowledge that I have reviewed and discussed this evaluation.
Athletic Director's Signature

_____

(Administrator's signature does not automatically indicate agreement.

G6

Final Summative Rating : Athletic Director

The following weights will be used to determine the final Principal rating:

AD's Effectiveness Rubric (ADER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

ADER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold the AD accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating   _____

Athletic Director's Signature

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

Signature: _____   Date : _____

Principal's Signature

I have met with this Athletic Director to discuss the information on this form and provide a copy.

Signature : _____   Date : _____

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Instructional Specialist

Greensburg Community Schools

Evaluation Rubric

Greensburg Community Schools

RUBRIC FOR INSTRUCTIONAL SPECIALIST

Name: _____   School Year _____

Instructional Specialist				
Domain 1: Planning and Preparation				
Competency	**Highly Effective**	**Effective**	**Improvement Necessary**	**Ineffective**
1:1 Demonstrating knowledge of current trends, best practices in instruction, and professional development.	Instructional specialist's knowledge of best practices are accurate and knowledge of best trends in professional development regarded as being "proactive" by keeping abreast of things to come; specialist is regarded as an expert by colleagues.	Instructional specialist demonstrates thorough knowledge of a few best practices and trends in professional development.	Instructional specialist demonstrates basic familiarity with best practices and trends in professional development.	Instructional specialist demonstrates little or no familiarity with best practices of trends in professional development.
1.2 Demonstrating knowledge of a school's goals and levels of teacher skill in delivering that program.	Instructional specialist is deeply familiar with a school's goals, works to shape its future direction, and actively seeks information from administrators or teachers as to teacher skill level in that program.	Instructional specialist demonstrates basic knowledge of a school's goals and teacher skill level in delivering that pedagogy.	Instructional specialist demonstrates little knowledge of a school's program and of teacher skill in delivering that pedagogy.	Instructional specialist demonstrates no knowledge of or makes assumptions of a school's goals or of teacher skill in delivering that pedagogy.
1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and/or colleagues.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist has no clear goals for the instructional support program presented in a workshop or modeled lesson, or they are inappropriate to either the situation or the needs of the staff.

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1.4 Demonstrating knowledge of resources, both within and beyond the school district	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school's program.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.
1.5 Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan consists of a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan consists of random collection of unrelated activities, lacking coherence or an overall structure.
1.6 Developing a plan to evaluate the instructional support program	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Instructional specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's plan to evaluate the program is a rudimentary plan to evaluate the instructional support program.	Instructional specialist has no plan to evaluate the program or resists suggestions that such and evaluation is important.

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Instructional Specialist

Domain 2: The Environment

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Creating an environment of trust and respect	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.
2.2 Establishing a culture for ongoing instructional improvement	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.
2.3 Establishing clear procedures for teachers to gain access to instructional support	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.
2.4 Establishing and maintaining norms of behavior for professional interactions	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	No norms of professional conduct have been established; teachers are frequently disrespectful in the interactions with one another.
2.5 Organizing	Instructional specialist	Instructional specialist	Instructional specialist	Instructional specialist

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Greensburg Community Schools

physical space for workshops or training	makes highly effective use of the physical environment, engagement of all participants in the workshop activities.	makes good use of the physical environment for the training.	makes poor use of the physical space for training, but physical environment does not impeded workshop activities.	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.

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Domain 3: Delivery of Service

Instructional Specialists

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
3.1 Collaborating with teachers in the design of instructional units, presentations, and lessons.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units or presentations, locating additional resources from sources outside of school.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons, presentations, and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons, and units when specifically asked to do so.	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons, units or presentations.
3.2 Engaging teachers in learning new instructional skills	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.	All teachers are engaged in acquiring new instructional skills.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	Teachers decline opportunities to engage in professional learning.
3.3 Sharing expertise with staff	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conduct extensive follow-up work with teachers.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.
3.4 Locating resources for teachers to support instructional improvement	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.

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	their needs;	knowledge of what is available.	
3.5 Demonstrating flexibility and responsiveness	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist adheres to his/her plan, in spite of evidence of its inadequacy.

Domain 4: Professional Responsibilities — Instructional Specialist

Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
4.1 Reflectin on	Instructional specialist's	Instructional specialist's	Instructional specialist's	Instructional specialist does not

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practice				
	reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.	reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	reflect on practice or the reflections are inaccurate or self-serving.
4.2 Preparation, organization, and publication of reports and resources.	Instructional specialist anticipates and responds to teacher needs when preparing power point presentations, handouts, and brochures. Reports are submitted on time. These items are current, impactful, and accurate. They are delivered in an engaging, organized fashion with proper spelling, grammar, and punctuation.	Instructional specialist's presentations are complete, and accurate. Reports are always submitted on time. These items are fairly organized with proper spelling and grammar, and punctuation.	Instructional specialist's efforts on presentations are not complete or not always accurate. Reports are sometimes submitted on time. Spelling, grammar, and punctuation are sometimes incorrect.	Instructional specialist does not use supplemental materials during presentations or are grossly inaccurate. Reports are routinely late. Power points, handouts, and brochures are riddled with spelling, grammar, and punctuation errors.
4.3 Participating in a professional community	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.
4.4 Engaging in professional development	Instructional specialist actively pursues professional	Instructional specialist seeks out opportunities for professional development	Instructional specialist's participation in professional	Instructional specialist does not participate in professional development activities, even

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	development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.	based on an individual assessment of need.	development activities is limited to those that are convenient or required.	when such activities are clearly needed for the enhancement of skills.
4.5 Showing professionalism, including integrity and confidentiality	Instructional specialist 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.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms or confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Summary and ratings may be based on observations, school personnel reflection, classroom visits, and data.

OVERALL RATING

Indicator	Maximum Score	Score	Key

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Greensburg Community Schools

Presentation and Preparation	24	67 – 88	Highly Effective
Environment	20	45 – 66	Effective
Delivery of Services	20	23 – 44	Improvement Necessary
Professional Responsibilities	24	00 – 22	Ineffective
Total	88		

Strengths	Specific Growth Areas

Additional documentation may be attached.

Employee Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

• The ratings have been disclosed between the evaluator and the Instructional Specialist. Signing this document attest that the Instructional Specialist had read the document, not that he/she is in agreement with the document.

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Final Summative Rating : Instructional Specialist

The following weights will be used to determine the final Principal rating:

Effectiveness Rubric (ER)	90% (.90)
School Wide Letter Grade (SWLG)	10% (.10)

The final summative score is calculated using the following formula :

ER rating X 90% (.90)	=	_____
SWLG rating X 10% (.10) *	=	_____
Final Summative Evaluation Score	=	_____

*SWLG will be used to hold the Instructional Specialist accountable for student growth.

Certified Staff's Final Rating (always round up)

Ineffective	*1.00 - 1.74*
Improvement Necessary	*1.75 - 2.44*
Effective	*2.45 - 3.44*
Highly Effective	*3.45 - 4.00*

Final Summative Rating   _____

Instructional Specialist's Signature

I have met with my Principal to discuss the information on this form and received a copy.
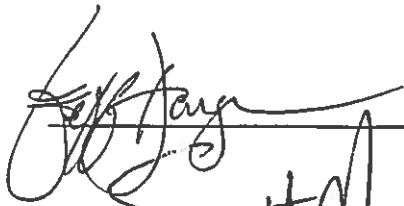
Signature: _____   Date : _____

Principal's Signature

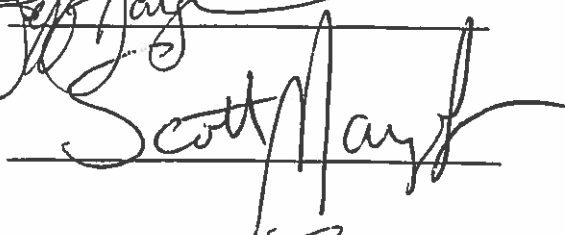I have met with this Instructional Specialist to discuss the information on this form and provide a copy.

Signature : _____   Date : _____

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The 2017-2018 evaluation process was discussed and approved by the Greensburg Teachers Association, the Greensburg School Board, and Building Administrators. All personnel have been trained in the evaluation process and approve the instrument used in evaluation certified staff. The evaluation process and instrument were presented to the Board of Education and approved in an open public meeting.

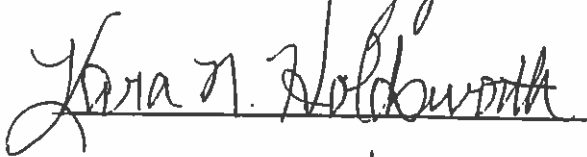_____ Greensburg Board President

_____ Greensburg Teachers Association President

_____ Greensburg Superintendent

_____ Greensburg High School Principal

_____ Greensburg Jr High Principal

_____ Greensburg Elementary Principal

_____ Greensburg Elementary Principal

Date: June 13, 2017

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