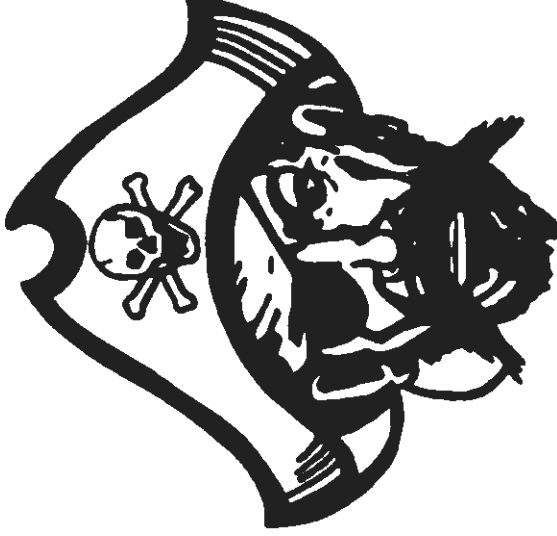


# **Greensburg Community School Corporation**



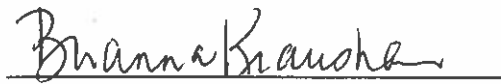
## **Evaluation Plan 2023-2024**

**Tom Hunter, Superintendent**

The 2023-2024 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 evaluating certified staff. The evaluation process and instrument were presented to the Board of Education and approved in an open public meeting on April 11, 2023.



Greensburg Board President



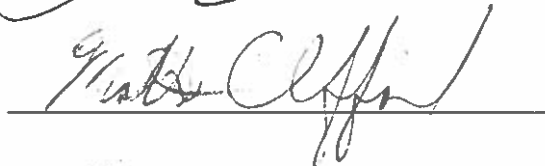
Greensburg Teachers Association President



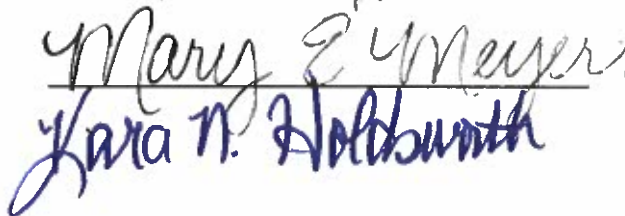
Greensburg Superintendent



Greensburg High School Principal



Greensburg Jr High Principal



Greensburg Elementary Principal

Date: April 11, 2023

## Greensburg Certified Employee Evaluation Plan

The evaluation procedures for all certified personnel in Greensburg Community Schools will adhere to the expectations stated in Public Law 90. 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 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.

### Evaluations to be Completed by:

#### Certified Employee Group

Superintendent  
Building Principals  
Assistant Principal/Dean  
Counselors  
Librarians  
General Education Teachers  
Special Education Teachers  
Athletic Directors  
Instructional Specialists  
Licensed Professionals

#### Evaluator

Board of School Trustees  
Superintendent  
Building Principals  
Building Administrators  
Building Administrators  
Building Administrators  
Director of Special Ed and Building Administrators  
Building Administrators  
Building Administrators  
Director of Special Education

## **Greensburg Modified RISE Revised 2019**

Greensburg Schools will use a modified RISE format to evaluate all certified staff on the following schedule:

- **Two Long Observations** (at least 40 minutes in length) - one observation each semester. All teachers, regardless of previous ratings, will have at least two long observations. A face to face conference following each long observation may occur at either teacher or administrator request.
- **Two Short Observations** (at least 10 minutes in length) - one observation each semester. Teachers rated highly effective the previous year within the district are not required to have the two short observations.
- **Note**
  - A teacher may be evaluated more frequently than outlined above at either teacher or administrator request
  - A teacher on a development plan will be observed as many times as needed to meet requirements outlined in plan
  - Observations will be unannounced by default, but may occasionally be announced at administrator discretion
  - Administrative staff will conduct multiple informal walkthroughs throughout the school year
  - All formal observations will account for the summative scoring of the Teacher Effectiveness Rubric (TER)
  - Feedback will be provided within 2 business days on short observations, and 5 business days for long observations.

### **Component 1: Professional Practice** **The Teacher Effectiveness Rubric (TER)**

The primary portion of the Teacher Effectiveness Rubric consists of three domains containing 19 competencies.

- **Domain 1:** Planning
- **Domain 2:** Instruction
- **Domain 3:** Leadership

In addition to these three primary domains, the TER contains a fourth domain referred to as Core Professionalism, which reflects the non-negotiable components of a certified employee's role within the school community. As these components are considered to be basic expectations, certified staff members do not earn points for meeting these expectations. However, failure to meet the expectations can result a loss of points to the TER as outlined below.

- **Attendance** (-0.25 points) - Individual demonstrates a pattern of unexcused absences
- **Tardiness** (-0.25 points) - Individual demonstrates a pattern of late arrivals to assignment
- **Policies/Procedures** (-0.25 points) - Individual fails to follow recognized state and/or district policies
- **Respect** (-0.25 points) - Individuals treats others in school community with disrespect

**Scoring the Teacher Effectiveness Rubric**

Collected observational data and other relevant information will be scored against the TER. This will result in a summative rating of a 1-4 for each individual domain. These ratings are defined as follows:

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

At the conclusion of the evaluation cycle for the school year, each domain score will be applied to the following weighted formula:

	<b>Weight</b>	<b>Multiplier</b>	<b>Weighted Domain Rating</b>
<b>Domain 1: Planning</b>	10%	0.1	
<b>Domain 2: Instruction</b>	75%	0.75	
<b>Domain 3: Leadership</b>	15%	0.15	
<b>Core Professionalism</b>			(points deducted)
		<b>TER Final Score →</b>	

The calculation is as follows:

1. Domain Rating x Multiplier = Weighted Rating
2. Sum of Weighted Ratings - any professionalism deductions = Summative TER Score

## **Component 2: Student Learning**

### **Student Learning**

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 or predetermined 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**

The Primary Learning Measure (PLM) involves setting rigorous learning goals for students around the state and district approved common assessments. All teachers will have a Primary Learning Measure. For teachers who have state assessment data, the resulting achievement and growth data (IGM) will inform the summative PLM rating for the teacher. For teachers who do not have state assessment data, teachers will follow the process outlined in RISE for the development of a locally developed assessment. Once the locally developed assessment has been approved by the administration, the resulting achievement and targeted objective data will inform the summative PLM rating for the teacher.

In light of this, teachers fall into one of two natural categories: those with state assessment data and those without. This produces two separate reporting categories for the summative evaluation as defined below.

**Summative Evaluation Category Placement:**

- o Group 1 (State Assessment Data)
  - 90% TER, PLM 7% (3% Achievement, 4% IGM), SWL 3%
- o Group 2 (No Growth Model Data) -
  - 90% TER, PLM 7% (3% Achievement, 4% Targeted Objective), SWL 3%

NOTE: Special consideration may be given to teachers servicing concentrated student populations with diverse needs (e.g. special education, inclusion), allowing for two targeted objectives as opposed to one achievement goal and one growth goal.

**Abbreviation Key:**

TER = Teacher Effectiveness Rubric

PLM = Primary Learning Measure

IGM = Individual Growth Model data

SWL = School Wide Letter grade

TLO = Targeted Learning Objective: Growth and/or achievement goal based on students beginning the class with a low level of preparedness that covers all or a subset of the Indiana content standards.

**Final Summative Category Placement:**

Scoring Ranges:

0-1.4

1.5 - 2.4

2.5 - 3.4

3.5 - 4.0

Rating:

Ineffective

Improvement Necessary

Effective

Highly Effective

**Indiana Growth Model:**

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's state assessment 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 state assessment scores compare to students who had scored similarly in previous state assessments.

**School Wide Letter Grade:**

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 the A – F accountability model. 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 a D will earn a 1; and those in an F school will receive a 0 on this measure.



**Rating Tools for Determining Teacher Effectiveness**

**Teachers with State Assessment Data**

	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>Objective</b>	The pass/mastery percentage of rostered students exceeded the state average by 10% or greater.	The pass/mastery percentage of rostered students met or exceeded the state average.	The pass/mastery percentage of rostered students was below the state average.	The pass/mastery percentage of rostered students was 10% or more below the state average.

**Teachers without State Assessment Data**

	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>Objective</b>	80-100% of students demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and or course.	60-79.9% of students demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and or course.	50-59.9% of students demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and or course.	0-49.9% of students demonstrated the pre-selected proficiency level based on the content learning goal(s) established by the grade-level, content, and or course.

### Teacher Performance Summative Calculations

Teacher Effectiveness Rubric (TER) Rating Calculations	Weight	Multiplier	Summative
Domain 1 (Purposeful Planning)	10%	0.10	
Domain 2 (Effective Instruction)	75%	0.75	
Domain 3 (Teacher Leadership)	15%	0.15	
Domain 4 (Professionalism)	0%	0	(maximum of -1 if not met)
<b>TER Total Final Score</b>			
TER Total Final Score	90%	X 0.90	
School -wide Accountability Grade (A-F)	10%	X 0.10	
<b>Summative Evaluation Total Score</b>			

## Professional Development Plan Process

If a summative evaluation for a certified employee would result in a rating of “Improvement Necessary” or “Ineffective”, the evaluator will meet with the employee and discuss placement on a *Professional Development Plan*. The evaluator will discuss the following:

1. Review specific areas that are in need of improvement according to the rubric.
2. Specify documentation needed to improve areas defined on the rubric as “improvement necessary”. Teacher may use PGPs/License Renewal credits earned in areas of needed improvement as evidence of remediation.
3. Discuss professional development, strategies, and develop a plan of support for improvement.
  - a. License renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation will be part of the remediation plan.
4. Discuss timeline of planned improvement expectations.
5. Visit and provide ongoing feedback through continued observations throughout the plan.

The administrator will inform the superintendent, who will in turn notify the the GTA President (if relevant). At the end of the duration of the Professional Development Plan, the administrator will recommend renewal or non-renewal of the employee’s contract to the superintendent.

If an employee receives a summative rating of “Ineffective”, he or she may file a request for a private conference with the superintendent or the superintendent’s designee not later than five (5) days after receiving notice that the employee received a rating of ineffective.

## Negative Impact Definition for Teachers

A teacher may not receive a summative rating in the Effective or Highly Effective category if the teacher scores a 1 (ineffective) on both portions of the Primary Learning Measure. If this occurs, the teacher shall be determined to have Negative Impact on student learning.

\* We reserve the right to revise these conditions based on an analysis of statewide results on the new state assessments.

## **Students Instructed by Teachers Rated Ineffective** **IC 20-28-11.5-7**

- IC 20-28-11.5-7 Student instructed by teachers rated ineffective; notice to parents required**  
**Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.**
- (b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.**
  - (c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.**
  - (d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year**

Greensburg Community Schools will enforce the requirements found in IC 20-28-11.5-7 and ensure that students will not be instructed for two consecutive years by two consecutive teachers each of whom was rated as ineffective in the school year before the school year in which the student was placed into the teacher's class. In the highly unlikely event that it is impossible to prohibit a student from being assigned to consecutive teachers rated as ineffective in two consecutive school years, parents of affected students will be notified in writing by the school administration. This contact will occur prior to the start of the second consecutive school year.

## **Evaluator Training**

All evaluators used by Greensburg Community Schools have received evaluation training through administrative degree work, INALI, IASP, ed service centers, or any combination of opportunities. Additionally, the administrative team annually revisits the rubrics during an administrative PLC to recalibrate and review best practice in the classroom.

## **Evaluation Software**

Greensburg Community Schools uses PIVOT by Five-Star Technology to house its observational and evaluation data. All results are shared through the same platform. Additionally, signed hard copies are presented at annual conferences and stored in each staff member's personnel file. Greensburg administrators and teachers have participated in training sessions with Five-Star Technology Solutions and district technology personnel to learn how to use PIVOT for evaluations.

## **Evaluation Plan Discussion**

The evaluation plan was created and reviewed by a committee consisting of teachers, administrators, and the superintendent. The plan will be reviewed annually. As per Indiana Code, the board must review and approve the plan annually.

## **Teacher Appreciation Grant**

The Greensburg Community Schools Board of Trustees approved board policy 3220.01 in April 22,2022 in regard to Teacher Appreciation Grants. Under this policy, Highly Effective teachers will receive a stipend award that is 25% more than the amount received by Effective teachers. Stipend amounts will not be differentiated between schools, and no amount of the stipend will become a part of the teacher's base salary.

### **3220.01 - TEACHER APPRECIATION GRANTS**

**The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.**

**Definitions:**

**For purposes of this policy, the following definitions apply:**

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

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

**Distribution of Annual Teacher Appreciation Grants:**

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

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

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

**The corporation shall not allocate a percentage of the Teacher Appreciation Grant funds received to provide a supplemental award to each teacher with less than five (5) years of service who is rated as highly effective or effective on the most recent performance evaluation.**

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

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

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

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












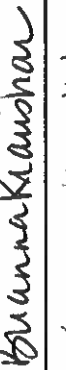





This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5

Signatures of Evaluation Plan Development Committee

Tom Hunter, Superintendent	
Tammy Williams, Director of Curriculum	
Connie Hempstead, Director of Special Education	
Kara Holdsworth, Primary Principal	
Mary Beth Meyer, Intermediate Principal	
Matt Clifford, Junior High Principal	
Tyler Roell, Junior High Assistant Principal	
Liz Fry, Junior High Dean of Students	
Grant Peters, High School Principal	
Sonja Kolkmeier, High School Assistant Principal	
Mike Myers, High School Dean of Students	
Brianna Kraushar, GTA President	
Karen Matthews, Teacher	
Keri Smith, Teacher	
Kelly Sparks, Teacher	
Nicole Batta, Teacher	
Erica Case, Teacher	





Book	Policy Manual
Section	3000 Professional Staff
Title	TEACHER APPRECIATION GRANTS
Code	po3220.01
Status	Active
Adopted	February 1, 2002
Last Revised	July 13, 2021
Last Reviewed	May 9, 2023

### 3220.01 - TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15th of each year.

#### Definitions

For purposes of this policy, the following definitions apply:

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

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

#### Distribution of Annual Teacher Appreciation Grants

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

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

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

The Corporation shall not allocate a percentage of the Teacher Appreciation Grant funds received to provide a supplemental award to each teacher with less than five (5) years of service who is rated as highly effective or effective on the most recent performance evaluation.

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

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

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

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

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

Revised 8/8/17  
Revised 12/12/17  
Revised 9/10/19  
Revised 1/14/20  
Revised 10/13/20

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Legal                    I.C. 20-18-2-22  
                                  I.C. 20-28-1-7  
                                  I.C. 20-43-10-3.5

Superintendent Evaluation Rubric

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

Superintendent Evaluation Rubric

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

Superintendent Evaluation Rubric

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

Superintendent Evaluation Rubric

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.	<b>Highly Effective (4)</b> The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	<b>Effective (3)</b> On a regular basis the superintendent displays appropriate professional behavior.	<b>Improvement Necessary (2)</b> Occasionally the superintendent has not displayed appropriate professional behavior	<b>Ineffective (1)</b> 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 innovative and 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 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.



Superintendent Evaluation Rubric

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

**Superintendent Evaluation Rubric**

	<b>Indicator</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
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 consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.	The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.	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.
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 engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
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. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.



Superintendent Evaluation Rubric

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

Superintendent Evaluation Rubric

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

**Superintendent Evaluation Rubric**

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>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.</b></p>				
<p><b>6.1</b> The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.  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.</p>	<p>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</p>	<p>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.</p>	<p>Data is rarely used for decisions.  Most decisions are made based on personal viewpoints or what is popular at the time.</p>
<p><b>6.2</b> The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.  The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.  The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>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.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.  The superintendent does not serve as a model for technology implementation.</p>
<p><b>6.3</b> The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p>	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.  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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**Superintendent Evaluation Rubric**

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

# 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total					

## Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluator's Name or #



**RISE**

**Evaluation and  
Development System**

**Greensburg Community Schools**

# **Indiana Principal Effectiveness Rubric**



## Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Manager</b>				
<b>1.1.1 Hiring and retention</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>- Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>- Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul>	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> <li>- Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>- Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;</li> <li>- Aligning personnel decisions with the vision and mission of the school.</li> </ul>	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Demonstrating ability to increase some teachers' effectiveness;</li> <li>- Occasionally applying the school's vision/mission to HR decisions.</li> </ul>	<p>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> <li>- Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions<sup>1</sup>;</li> <li>- Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>- Rarely or never applying the school's vision/mission to HR decisions.</li> </ul>

<sup>1</sup> For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

**Greensburg Community Schools  
Principal Evaluation Rubric**

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.2 Evaluation of teachers	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> <li>- Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>- Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>- Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> <li>- Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>- Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>- Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>	<p>Principal does not prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> <li>- Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>- Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>- Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members</li> </ul>
1.1.3 Professional development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>- Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>- Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>	<p>Principal orchestrates professional learning opportunities by:</p> <ul style="list-style-type: none"> <li>- Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>- Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>- Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>	<p>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> <li>- Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>- Providing learning opportunities with little variety of format;</li> <li>- Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>	<p>Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:</p> <ul style="list-style-type: none"> <li>- Providing generic or low-quality learning opportunities unrelated to or unformed by student academic performance data;</li> <li>- Providing no variety in format of learning opportunities;</li> <li>- Failing to provide professional learning opportunities based on evaluation results.</li> </ul>
1.1.4 Leadership and talent development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>- Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task.</li> </ul>	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> <li>- Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>- Providing formal and informal opportunities to mentor emerging leaders;</li> <li>- Promoting support and encouragement of leadership and growth as evidenced by the creation</li> </ul>	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> <li>- Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>- Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>- Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership</li> </ul>	<p>Principal does not develop leadership and talent by:</p> <ul style="list-style-type: none"> <li>- Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>- Rarely or never provides mentorship to emerging leaders;</li> <li>- Providing no support and encouragement of leadership and growth;</li> </ul>



**Greensburg Community Schools  
Principal Evaluation Rubric**

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		<ul style="list-style-type: none"> <li>Recognizing and celebrating emerging leaders.</li> </ul>	<p>of and assignment to leadership positions or learning opportunities.</p>	<p>positions without expanding possible positions to accommodate emerging and developing leaders.</p>	<p>Frequently assigns responsibilities without allocating necessary authority</p>
1.1.5	<p><b>Delegation</b></p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>Encouraging and supporting staff members to seek out responsibilities;</li> <li>Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>Monitoring the progress towards success of those to whom delegations have been made;</li> <li>Providing support to staff members as needed.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>Providing support, but not always as needed.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>Providing support, but not always as needed.</li> </ul>	<p><b>Principal does not delegate tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>Rarely or never providing support.</li> </ul>
1.1.6	<p><b>Strategic assignment<sup>2</sup></b></p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Principal does not use staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	

<sup>2</sup> This indicator obviously assumes there is ability of leader to make these decisions.

**Greensburg Community Schools  
Principal Evaluation Rubric**

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>1.1.7 Addressing teachers who are in need of improvement or ineffective</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>- Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> <li>- Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>- Monitoring the success of remediation plans;</li> <li>- Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> <li>- Occasionally monitoring the success of remediation plans;</li> <li>- Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<p>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> <li>- Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>- Rarely or never monitoring the success of remediation plans;</li> <li>- Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>

**Greensburg Community Schools  
Principal Evaluation Rubric**

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.2 Instructional Leadership</b>				
<b>1.2.1 Mission and vision</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Defining long, medium, and short-term application of the vision and/or mission;</li> <li>- Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>- Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>- 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.</li> </ul>	<p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>- Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s);</li> <li>- Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>- Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>- 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.</li> </ul>	<p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>- Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s);</li> <li>- Making significant key decisions without alignment to the vision and/or mission;</li> <li>- 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.</li> </ul>	<p><b>Principal does not support a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>- Failing to adopt a school-wide instructional vision and/or mission;</li> <li>- Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>- 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.</li> </ul>
<b>1.2.2 Classroom observations</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Monitoring the impact of feedback provided to teachers.</li> </ul>	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>- Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>- Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>- Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>- Occasionally visiting teachers to observe instruction;</li> <li>- Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>- Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>- Rarely or never visiting teachers to observe instruction;</li> <li>- Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>- Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>

**Greensburg Community Schools**

**Principal Evaluation Rubric**

<p>1.2.3 Teacher collaboration</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>- Tracking best collaborative practices to solve specific challenges;</li> <li>- Holding collaborating teams accountable for their results.</li> </ul>	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> <li>- Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>- Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>- Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul>	<p>Principal supports teacher collaboration without a clear or explicit focus on student learning and achievement;</p> <ul style="list-style-type: none"> <li>- Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>- Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>	<p>Principal <u>does not</u> support teacher collaboration by:</p> <ul style="list-style-type: none"> <li>- Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>- Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>- Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul>
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<p>Competency</p>	<p>Highly Effective (4)</p>	<p>Effective (3)</p>	<p>Improvement Necessary (2)</p>	<p>Ineffective (1)</p>
<p>1.3 Leading indicators of Student Learning</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>- Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>- Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>- Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>- Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> <li>- Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>- Collaborating with teachers to identify standards or skills to be assessed;</li> <li>- Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>- Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>- Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>- Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>- Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> <li>- Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>- Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>- Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>- Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>- Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>	<p>Principal <u>does not</u> support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> <li>- Failing to organize/provide opportunities for teacher collaboration;</li> <li>- Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>- Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>
<p>1.3.1 Planning and Developing Student Learning Objectives</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>- Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>- Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>- Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>- Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> <li>- Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>- Collaborating with teachers to identify standards or skills to be assessed;</li> <li>- Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>- Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>- Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>- Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>- Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> <li>- Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>- Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>- Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>- Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>- Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>	<p>Principal <u>does not</u> support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> <li>- Failing to organize/provide opportunities for teacher collaboration;</li> <li>- Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>- Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>

**Greensburg Community Schools**

**Principal Evaluation Rubric**

<p>1.3.2 Rigorous Student Learning Objectives</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>- 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.</li> </ul>	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> <li>- Ensuring teachers' SLOs define desired outcomes;</li> <li>- Ensuring assessments used correspond to the appropriate state content standards;</li> <li>- Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>- Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> <li>- Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul>	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> <li>- Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>- Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>- Selecting and allowing for assessments that may not be appropriately aligned to state content standards</li> </ul>	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> <li>- Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>- Failing to assess baseline knowledge of students;</li> <li>- Failing to select assessments that are appropriately aligned to content standards.</li> </ul>
<p>1.3.3 Instructional time</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> <li>- Removing all sources of distractions of instructional time;</li> <li>- Promoting the sanctity of instructional time;</li> <li>- Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> <li>- Removing major sources of distractions of instructional time;</li> <li>- Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>- Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<p>Principal <u>does not</u> support instructional time by:</p> <ul style="list-style-type: none"> <li>- Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>- Rarely or never promoting the sanctity of instructional time;</li> <li>- Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>

**Domain 2: Leadership Actions**

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

<p>Competency</p>	<p>Highly Effective (4)</p>	<p>Effective (3)</p>	<p>Improvement Necessary (2)</p>	<p>Ineffective (1)</p>
<p>2.1 Personal Behavior</p>				
<p>2.1.1 Professionalism</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> </ul>	<p>Principal displays professionalism by:</p> <ul style="list-style-type: none"> <li>- Modeling professional, ethical, and respectful behavior at all times;</li> <li>- Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li> </ul>	<p>Principal supports professionalism by:</p> <ul style="list-style-type: none"> <li>- Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li> </ul>	<p>Principal <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"> <li>- Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> </ul>

**Greensburg Community Schools  
Principal Evaluation Rubric**

	<ul style="list-style-type: none"> <li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li> </ul>		<ul style="list-style-type: none"> <li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>
2.1.2 Time management	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Monitoring use of time to identify areas that are not effectively utilized;</li> </ul>	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Identifying and consistently prioritizing activities with the highest leverage on student achievement.</li> </ul>	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Establishing short-term and long term objectives that are not clearly aligned and connected by intermediate objectives;</li> <li>Occasionally prioritizes activities unrelated to student achievement.</li> </ul>	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never establishing timely objectives or priorities;</li> <li>Regularly prioritizing activities unrelated to student achievement.</li> </ul>
2.1.3 Using feedback to improve student performance	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>Identifying the most efficient means through which feedback can be generated.</li> <li>Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>	<p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Actively soliciting feedback and help from all key stakeholders;</li> <li>Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>	<p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>Occasionally acting upon feedback to shape strategic priorities aligned to student achievement</li> </ul>	<p><b>Principal does not use feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Regularly avoiding or devaluing feedback;</li> <li>Rarely or never applying feedback to shape priorities.</li> </ul>

**Greensburg Community Schools**

**Principal Evaluation Rubric**

<p><b>2.1.4 Initiative and persistence</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Exceeding typical expectations to accomplish ambitious goals;</li> <li>- Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;</li> <li>- 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.</li> </ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>- Consistently achieving expected goals;</li> <li>- Taking on voluntary responsibilities that contribute to school success;</li> <li>- Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;</li> <li>- Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>- Achieving most, but not all expected goals;</li> <li>- Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>- Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;</li> <li>- Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Principal does not display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>- Rarely or never achieving expected goals;</li> <li>- Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>- Rarely or never taking risks to support students in achieving results;</li> <li>- Never seeking out potential partnerships.</li> </ul>
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Greensburg Community Schools  
Principal Evaluation Rubric

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2 Building Relationships</b>					
<b>2.2.1</b>	<b>Culture of urgency</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>	<p>Principal creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> <li>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>Leading a relentless pursuit of these expectations.</li> </ul>	<p>Principal creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> <li>Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>Occasionally leading a pursuit of these expectations.</li> </ul>	<p>Principal does not create an organizational culture of urgency by:</p> <ul style="list-style-type: none"> <li>Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations;</li> <li>Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>
<b>2.2.2</b>	<b>Communication</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>To the extent possible, messaging key concepts in real time;</li> <li>Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul>	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> <li>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul>	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> <li>Messaging most, but not all, key concepts;</li> <li>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>Utilizing a limited number of means and approaches to communication.</li> </ul>	<p>Principal does not skillfully and clearly communicate by:</p> <ul style="list-style-type: none"> <li>Rarely or never messaging key concepts;</li> <li>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul>



**Greensburg Community Schools  
Principal Evaluation Rubric**

<p><b>2.2.3</b> Forging consensus for change and improvement</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Guides others through change and addresses resistance to that change;</li> <li>- Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>- Creates cultural changes that reflect and support building a consensus for change.</li> </ul>	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> <li>- Using effective strategies to work toward a consensus for change and improvement;</li> <li>- Systematically managing and monitoring change processes;</li> <li>- Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> <li>- Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>- Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>- Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul>	<p>Principal <u>does not</u> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> <li>- Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>- Rarely or never managing or developing a process for change and/or improvement;</li> <li>- Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>
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<p><b>Competency</b></p> <p><b>2.3 Culture of Achievement</b></p> <p><b>2.3.1</b> High expectations</p>	<p>Highly Effective (4)</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li> <li>- Benchmarking expectations to the performance of the state's highest performing schools;</li> <li>- Creating systems and approaches to monitor the level of academic and behavior expectations;</li> <li>- Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li> </ul>	<p>Effective (3)</p> <p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> <li>- Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li> <li>- Empowering students to set high and demanding expectations for themselves;</li> <li>- Ensuring that students are consistently learning, respectful, and on task;</li> <li>- Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li> <li>- Encouraging the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li> </ul>	<p>Improvement Necessary (2)</p> <p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> <li>- Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li> <li>- Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li> </ul>	<p>Ineffective (1)</p> <p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> <li>- Accepting poor academic performance and/or student behavior;</li> <li>- Failing to set high expectations or sets unrealistic or unattainable goals.</li> </ul>
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**Greensburg Community Schools**

**Principal Evaluation Rubric**

<p><b>2.3.2 Academic rigor</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>	<p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>- Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>	<p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>- Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li> <li>- Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>	<p><b>Principal has not established academic rigor by:</b></p> <ul style="list-style-type: none"> <li>- Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>- Consistently sets and abandons ambitious academic goals.</li> </ul>
<p><b>2.3.3 Data usage in teams</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>- Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>	<p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>- Orchestrating frequent and timely team collaboration for data analysis;</li> <li>- Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>	<p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>- Occasionally supporting and/or orchestrating team collaboration for data analysis;</li> <li>- Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul>	<p><b>Principal does not utilize data by:</b></p> <ul style="list-style-type: none"> <li>- Rarely or never organizing efforts to analyze data;</li> <li>- Rarely or never applying data analysis to develop action plans.</li> </ul>



# 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 for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3 Develop Standards-Based Unit Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - 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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1.4	<p><b>Create Objective-Driven Lesson Plans and Assessments</b></p> <p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p>Teacher may not:</p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	<p>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.</p>
1.5	<p><b>Track Student Data and Analyze Progress</b></p> <p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p>Teacher may not:</p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

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

Notes:

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

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

**Notes:**

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

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

**Notes:**

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

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

**Notes:**

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice
2. Examples of how the teacher may assess student understanding and mastery of objectives:
  - Checks for Understanding: thumbs up/down, cold-calling
  - Do Now's, 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)
<b>Competency 2.5: Modify Instruction As Needed</b>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>

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

**Notes:**

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

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

**Notes:**

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

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

**Notes:**

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

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

**Note:**

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

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

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

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

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

**Professional School Counselor Effectiveness Rubric  
2011**

- I. Overview**
- II. Effectiveness Rubric**
  - a. Domain 1: Academic Achievement**
  - b. Domain 2: Student Assistance Services**
  - c. Domain 3: Career Development**
  - d. Domain 4: Professional Leadership**
- III. Summary and Rating**

## 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

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

### 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.

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

- For any given indicator, 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 effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor 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 encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists <i>all</i> 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 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 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 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; provides adult assistance and professional help; assists students to identify school and community resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3 The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4 The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

**DOMAIN 3: CAREER DEVELOPMENT** 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 rarely 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 explain 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 and career transitions. Students are encouraged to use multiple 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 rarely 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.	

**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, and 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 infrequently or indiscriminately pursues 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 rarely participates in the professional community.	
4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	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, the parents and community stakeholders.	
4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	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 to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: 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 serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

## 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	Progressing
0-55	Ineffective

Strengths

Additional documentation may be attached.

Specific Growth Areas

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.

**RUBRIC FOR INSTRUCTIONAL SPECIALIST**

Name:

School Year

Instructional Specialist				
Domain 1: Planning and Preparation				
Competency	Highly Effective	Effective	Improvement Necessary	Ineffective
<b>1:1 Demonstrating knowledge of current trends, best practices in instruction, and professional development.</b>	Instructional specialist's knowledge of best practices are accurate and 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.
<b>1.2 Demonstrating knowledge of a school's goals and levels of teacher skill in delivering that program.</b>	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.
<b>1.3 Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	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.
<b>1.4 Demonstrating knowledge of resources, both within and beyond the school district</b>	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teacher's	Instructional specialist is fully aware of resources available in the school and district and in the larger professional	Instructional specialist demonstrates little or no knowledge of resources available in the school	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to

	skills in implementing the school's program.	community for teachers to advance their skills.	or district for teachers to advance their skills.	advance their skills.
<b>1.5 Planning the instructional supported program, integrated with the overall school program</b>	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 has a guiding principle and includes 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.
<b>1.6 Developing a plan to evaluate the instructional support program</b>	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 has a rudimentary plan to evaluate the instructional support program.	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

<b>Instructional Specialist</b>				
<b>Domain 2: The Environment</b>				
<b>Competency</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>2.1 Creating an environment of trust and respect</b>	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.



<p><b>2.2 Establishing a culture for ongoing instructional improvement</b></p>	<p>Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.</p>	<p>Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.</p>	<p>Teachers do not resist the offerings of support from the instructional specialist.</p>	<p>Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.</p>
<p><b>2.3 Establishing clear procedures for teachers to gain access to instructional support</b></p>	<p>Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.</p>	<p>Instructional specialist has established clear procedures for teachers to use in gaining access to support.</p>	<p>Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.</p>	<p>When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.</p>
<p><b>2.4 Establishing and maintaining norms of behavior for professional interactions</b></p>	<p>Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.</p>	<p>Instructional specialist has established clear norms of mutual respect for professional interaction.</p>	<p>Instructional specialist's efforts to establish norms of professional conduct are partially successful.</p>	<p>No norms of professional conduct have been established; teachers are frequently disrespectful in the interactions with one another.</p>
<p><b>2.5 Organizing physical space for workshops or training</b></p>	<p>Instructional specialist makes highly effective use of the physical environment, engagement of all participants in the workshop activities.</p>	<p>Instructional specialist makes good use of the physical environment for the training.</p>	<p>Instructional specialist makes poor use of the physical space for training, but physical environment does not impeded workshop activities.</p>	<p>Instructional specialist 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.</p>

**Instructional Specialists**

**Domain 3: Delivery of Service**

<b>Competency</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<p><b>3.1 Collaborating with teachers in the design of instructional units, presentations, and lessons.</b></p>	<p>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.</p> <p>Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.</p> <p>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.</p>	<p>Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons, presentations, and units.</p> <p>All teachers are engaged in acquiring new instructional skills.</p> <p>The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.</p>	<p>Instructional specialist collaborates with classroom teachers in the design of instructional lessons, and units when specifically asked to do so.</p> <p>Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.</p> <p>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.</p>	<p>Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons, units or presentations.</p> <p>Teachers decline opportunities to engage in professional learning.</p> <p>Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.</p>
<p><b>3.2 Engaging teachers in learning new instructional skills</b></p>	<p>Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.</p> <p>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.</p>	<p>All teachers are engaged in acquiring new instructional skills.</p> <p>The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.</p>	<p>Instructional specialist collaborates with classroom teachers in the design of instructional lessons, and units when specifically asked to do so.</p> <p>Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.</p> <p>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.</p>	<p>Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons, units or presentations.</p> <p>Teachers decline opportunities to engage in professional learning.</p> <p>Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.</p>
<p><b>3.3 Sharing expertise with staff</b></p>	<p>Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.</p> <p>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.</p>	<p>All teachers are engaged in acquiring new instructional skills.</p> <p>The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.</p>	<p>Instructional specialist collaborates with classroom teachers in the design of instructional lessons, and units when specifically asked to do so.</p> <p>Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.</p> <p>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.</p>	<p>Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons, units or presentations.</p> <p>Teachers decline opportunities to engage in professional learning.</p> <p>Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.</p>



<p><b>3.4 Locating resources for support teachers to support instructional improvement</b></p>	<p>Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.</p>	<p>Instructional specialist locates resources for instructional improvement for teachers when asked to do so.</p>	<p>Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.</p>	<p>Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.</p>
<p><b>3.5 Demonstrating flexibility and responsiveness</b></p>	<p>Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.</p>	<p>Instructional specialist makes revisions to the support program when it is needed.</p>	<p>Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.</p>	<p>Instructional specialist adheres to his/her plan, in spite of evidence of its inadequacy.</p>

Instructional Specialist			
Domain 4: Professional Responsibilities			
Competency	Highly Effective	Effective	Ineffective
<p><b>4.1 Reflectin on practice</b></p>	<p>Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies,</p>	<p>Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist</p>	<p>Instructional specialist does not reflect on practice or the reflections are inaccurate or self-serving.</p>
		<p>Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global</p>	

	accompanied by a prediction of the likely consequences of each.	makes some specific suggestions as to how the support program might be improved.	suggestions as to how it might be improved.	
<b>4.2 Preparation, organization, and publication of reports and resources.</b>	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.
<b>4.3 Participating in a professional community</b>	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.
<b>4.4 Engaging in professional development</b>	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist's participation in professional development activities is limited to those that are convenient or required.	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.
<b>4.5 Showing professionalism, including integrity and confidentiality</b>	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues	Instructional specialist is honest in interactions with colleagues and	Instructional specialist displays dishonesty in interactions with

	role with colleagues in respecting the norms of confidentiality.	and respects norms or confidentiality.	respects norms of confidentiality.	colleagues and violates norms of confidentiality.
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Summary and ratings may be based on observations, school personnel reflection, classroom visits, and data.

**OVERALL RATING**

Indicator	Maximum Score	Score	Key
Presentation and Preparation Environment	24		67 - 88 Highly Effective
Delivery of Services	20		45 - 66 Effective
Professional Responsibilities	20		23 - 44 Improvement Necessary
Total	24		00 - 22 Ineffective
	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.

# Association of Indiana School Library Educators

## School Librarian Evaluation Rubric



This document in its entirety is endorsed by the Association for Indiana School Library Educators (AISLE). Any changes must be approved by the local school administration and the Indiana Department of Education. Please contact Robyn Young ([rmyoung@avon-schools.org](mailto:rmyoung@avon-schools.org)) or Denise Keogh ([dkeogh@tcsc.k12.in.us](mailto:dkeogh@tcsc.k12.in.us)) for questions specific to this rubric.

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

Approved by the AISLE Board November 14, 2012

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## AISLE School Librarian Evaluation Rubric

***The School Librarian Evaluation Rubric is an extremely effective measure of performance by a school librarian. It is required that all domains be used.***

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

- ☐ As the evaluation rubric is comprehensive, the principal may choose to use the evaluation rubric as 95% of the evaluation, with 5% coming from the school-wide measure of student learning and not complete an SLO as measures of learning are built into the evaluation rubric.
- ☐ If a librarian consistently collaborates with a classroom teacher on a project, the student learning on that project may be used as a measure of evaluation for the school librarian.
- ☐ If a school librarian has students assigned to him/her and are responsible for providing grades for the students, that group of students may be used for the SLO.

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

**Domain 1: Purposeful Planning**

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

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

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	<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</p> <p>The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p>The goal for the program is communicated with appropriate stakeholders.</p>	<p>School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p>The goal for the program is established by not communicated with appropriate stakeholders.</p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>
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.				
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	<p>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p>	<p>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>
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.				

## AISLE School Librarian Evaluation Rubric

		Level of Performance			
Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>Developing and implementing a plan to evaluate the library program</b>	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.
<p>Notes 1.4</p> <p>1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.</p>					
1.5	<b>Establishing a culture for investigation and love of literature</b>	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	<b>Establishing and maintaining library procedures</b>	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.



**Greensburg Community Schools  
OT SUCCESS RUBRIC**

**OT BEING EVALUATED**

**EVALUATOR**

**INEFFECTIVE  
(1)**

**NEEDS IMPROVEMENT  
(2)**

**EFFECTIVE  
(3)**

**HIGHLY EFFECTIVE  
(4)**

UDL

The goal is not posted

Potential barriers are not considered during the planning of the therapeutic intervention or the design of the learning/therapy environment

Content and skills are presented without options and scaffolding

Students are not engaged

Students do not interact with or demonstrate content and skill for progress toward goal

The goal is posted but not addressed or therapeutic interventions, strategies or methods are not aligned with the goal

Potential barriers are considered but the therapist is not applying that knowledge and making adaptations to the therapeutic intervention plan

Interventions/ activities are presented with few options and skills are presented without scaffolding

Students are engaged in relevant therapeutic interventions, activities and learning opportunities

Students interact with content and skill comprehension but do not demonstrate progress toward goal

The goal is posted and therapeutic intervention, strategies, methods and materials align with the goal

Potential barriers are considered and the therapist applies that knowledge to the therapeutic/ learning environment

Content and skills are presented in multiple ways with options but with minimal scaffolding

Students are engaged in relevant and meaningful therapeutic activities/interventions that enhance learning opportunities

Students interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal

The goal is posted, attainable and accessible. Therapeutic interventions, strategies, methods and materials align with the goal

Potential barriers in the curriculum and learning environment are identified and addressed in the design of the lesson/therapeutic intervention and the learning environment

Content and skills are presented in multiple ways with options and scaffolding available

Students are engaged in authentic, relevant, and meaningful therapeutic activities/interventions that enhance learning opportunities

Students consistently interact with and demonstrate content and skill comprehension in multiple ways and demonstrate progress toward goal

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<p><input type="checkbox"/> Learning environment expectations are not evident</p> <p><input type="checkbox"/> Trust and responsibility for both staff and students is not evident within the learning environment</p>	<p><input type="checkbox"/> Learning environment expectations are not evident (e.g., posted) and are not referred to during instruction and/or behavior redirection</p> <p><input type="checkbox"/> Few students demonstrate a positive association with the OT and learning environment and a commitment to the learning environment</p>	<p><input type="checkbox"/> Learning environment expectations are evident (e.g., posted), but are not referred to during instruction and/or behavior redirection</p> <p><input type="checkbox"/> Many students demonstrate positive association with the OT and learning environment and a commitment to the learning environment</p>	<p><input type="checkbox"/> Learning environment expectations are evident (e.g., posted) and are referred to during instruction and/or behavior redirection</p> <p><input type="checkbox"/> Students demonstrate a positive association with the OT and learning environment, demonstrate a commitment to the learning environment, and the OT model collaborative interactions between students and the OT model collaborative relationships</p>
<p><input type="checkbox"/> Behavior demonstrated within the learning environment results in discipline referrals, violence, vandalism and/or theft</p>	<p><input type="checkbox"/> Behavior within the learning environment displays little evidence that the learning environment promotes respect and responsibility</p>	<p><input type="checkbox"/> Behavior within the learning environment shows evidence of PBIS learning environment expectations</p>	<p><input type="checkbox"/> Behavior within the learning environment demonstrates that students are empowered to help set expectations, policies, and activities</p>
<p><input type="checkbox"/> Cultural perspectives and experiences are not valued and ethnically diverse students do not feel respected and welcomed (e.g., students are not comfortable within the environment, they are not active members of the learning environment, and the language and actions used by the OT do not reflect these values)</p>	<p><input type="checkbox"/> Few cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., few students are comfortable within the environment, few are active members of the learning environment, and the language and actions used by the OT loosely reflect these values)</p>	<p><input type="checkbox"/> Some cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., some students are comfortable within the environment, some are active members of the learning environment, and the language and actions used by the OT loosely reflect these values)</p>	<p><input type="checkbox"/> Multiple cultural perspectives and experiences are valued and ethnically diverse students feel respected and welcomed (e.g., students are comfortable within the environment, are active members of the learning environment, and the language and actions used by the OT reflects these values)</p>

PBIS

INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
<ul style="list-style-type: none"> <li><input type="checkbox"/> OT does not discuss therapeutic treatment approaches/strategies within Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT does not regularly discuss therapeutic treatment approaches/strategies within Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT uses dedicated time (monthly) to meet, collaborate, and discuss therapeutic treatment approaches/strategies within Professional Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In addition to Professional Learning Communities, the OT conducts learning environment observations and uses other techniques to provide increased feedback and support to other colleagues.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> OT is not developing a capacity to support his/her own practice in UDL</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT rarely pursues professional development to support his/her own practice in UDL</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT regularly pursues professional development to support his/her own practice in UDL</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT consistently reviews and reflects on improving his/her practice in UDL through professional development and self-reflection</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> OT does not use effective strategies to reflect on his/her own performance and the progress of the student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective strategies are rarely used to allow the OT to reflect on his/her own performance and the progress of the student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT actively uses effective strategies to reflect on his/her own performance and the progress of the student</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT demonstrates evidence of regularly reflecting on his/her own performance and the progress of the student through the use of formative and summative data</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> OT does not demonstrate leadership qualities to enhance the profession</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT rarely supervises or mentors OT students or provides any training to other colleagues</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT regularly displays professional responsibilities of mentoring OT students or the training of other therapists</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT exemplifies professional responsibilities by working with OT students and participating in other leadership opportunities in enhancing the profession</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> OT seldom demonstrates professional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT occasionally demonstrates professional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT often demonstrates professional responsibilities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> OT always demonstrates professional responsibilities</li> </ul>

		INEFFECTIVE (1)	NEEDS IMPROVEMENT (2)	EFFECTIVE (3)	HIGHLY EFFECTIVE (4)
STUDENT ACHIEVEMENT, PERFORMANCE, AND GROWTH	ACADEMIC SUCCESS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many students are not proficient in the knowledge and skills as defined in their individualized education plan ( i.e., mastery of OT IEP goals)</li> <li><input type="checkbox"/> Less than 50% of OT students are making progress toward discipline specific IEP goals.</li> <li><input type="checkbox"/> Student scores on state or district assessments are lower than those of similar classes (<b>Double Value</b>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT IEP goals)</li> <li><input type="checkbox"/> 50% of OT students are making progress toward discipline specific IEP goals.</li> <li><input type="checkbox"/> Student scores on state or district standardized assessments meet those of similar and/or local classes (<b>Double Value</b>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Many students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT IEP goals)</li> <li><input type="checkbox"/> 60% of OT students are making progress toward discipline specific IEP goals.</li> <li><input type="checkbox"/> Student scores on state and district standardized assessments exceed those of similar and/or local classes (<b>Double Value</b>)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most students demonstrate proficient knowledge and skills as defined in their individualized education plan (i.e., mastery of OT IEP goals)</li> <li><input type="checkbox"/> 75% or more of OT students are making progress toward discipline specific IEP goals.</li> <li><input type="checkbox"/> Student scores on state and district standardized assessments regularly exceed those of similar normed grouped and/or local classes (<b>Double Value</b>)</li> </ul>

LEARNING OUTCOMES

<p><input type="checkbox"/> Students do not demonstrate knowledge of the school wide learning outcomes</p> <p><input type="checkbox"/> Students demonstrate a passive learning attitude waiting for instructor direction</p> <p><input type="checkbox"/> Students and/or parents are unable to demonstrate/recognize the students' skills and abilities</p>	<p><input type="checkbox"/> Students demonstrate minimal knowledge of the school wide learning outcomes</p> <p><input type="checkbox"/> Few students demonstrate self-directed learning with maximal prompts and seek appropriate help when needed</p> <p><input type="checkbox"/> Few students and/or parents demonstrate/recognize the students' skills and abilities</p>	<p><input type="checkbox"/> Students demonstrate knowledge and some success of the school wide learning outcomes</p> <p><input type="checkbox"/> Many students demonstrate self-directed learning with moderate prompts and seek appropriate help when needed</p> <p><input type="checkbox"/> Many students and/or parents demonstrate/recognize the students' skills and abilities</p>	<p><input type="checkbox"/> Students consistently demonstrate success on each of the school wide learning outcomes</p> <p><input type="checkbox"/> Most students consistently demonstrate self-directed learning with minimal prompts and seek appropriate help when needed</p> <p><input type="checkbox"/> Most students and/or parents demonstrate the ability to highlight the students' strengths and goals for future pursuits in the next level of education or employment.</p>
<p><input type="checkbox"/> Students and/or parents report feeling poorly prepared for the next level of education or employment</p>	<p><input type="checkbox"/> Few students and/or parents feel that the class experience prepared the student well for the next steps in education or employment</p>	<p><input type="checkbox"/> Many students and/or parents feel that the class experience prepared the student well for the next steps in education or employment</p>	<p><input type="checkbox"/> Most students and/or parents report a high level of preparation for the next level of education or employment</p>

# 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.



- \_\_\_\_\_ 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.

\_\_\_\_\_ 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:

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**

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



**RISE**

**Evaluation and  
Development System**

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**Indiana  
Assistant Principal  
Effectiveness  
Rubric**

## Overview

### What is the purpose of the Assistant Principal Effectiveness Rubric?

The Assistant Principal Effectiveness Rubric was developed for three key purposes:

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

**To Provide Clear Expectations for Assistant principals:** The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.

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

### Who developed the Assistant Principal Effectiveness Rubric?

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

### What research and evidence support the Assistant Principal Effectiveness Rubric?

While drafting the Assistant Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including: Achievement First's *Professional Growth Plan for School Principals*; CHORUS's *Hallmarks of Excellence in Leadership*; Clay Christensen's *Disrupting Class*; Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*

Doug Reeves' *Leadership Performance Matrix*

Gallup's *Principal Insight*

ISLLC's *Educational Leadership Policy Standards*

Kim Marshall's *Principal Evaluation Rubrics*

KIPP's *Leadership Competency Model*

Mass Insight's *HPHP Readiness Model*

National Board's *Accomplished Principal Standards*

New Leaders *Urban Excellence Framework*

NYC Leadership Academy's *Leadership Performance Standards Matrix*

Public Impact's *Turnaround Leaders Competencies*

Todd Whitaker's *What Great Principals Do Differently*

### How is the Principal Effectiveness Rubric organized?

The rubric is divided into two required domains for all assistant principals with three optional competencies that apply to assistant principals based on their particular role in the school:

Domain 1: Core Teacher Effectiveness (required domain)

Domain 2: Core Leadership Actions (required domain)

Optional Competencies

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

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

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

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

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

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

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

- 1. Training and support:** Administrators responsible for the evaluation of assistant principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
- 2. Accountability:** The differentiation of assistant principal effectiveness must be a priority for principals and district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
- 3. Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of assistant principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.
- 4. Decision-making:** Results from the assistant principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how assistant principals are assigned and retained, how assistant principals are compensated and advanced, what professional development assistant principals receive, and when and how assistant principals are dismissed.

## Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission & Vision					
1.1.1	Contributes to the achievement of the mission & vision	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Catalyzes commitment to and vigorous pursuit of the school's vision &amp; mission</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Working through complex issues in ways that energize stakeholder commitment</li> <li>Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</li> <li>Translates the vision and mission into daily school practices</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Contributes individual capabilities to achieve essential objectives</li> <li>Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</li> <li>Exhibits actions or behaviors that negatively affect stakeholder commitment</li> </ul>
1.1.2	Assists the principal in hiring, developing and retaining effective teachers	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Provides the student management and/or instructional support necessary to develop and retain effective early career teachers</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Bases hiring recommendations primarily on the teacher's level of effectiveness</li> <li>Takes specific actions to facilitate the development and retention of effective staff members</li> <li>Aligns personnel recommendations with the vision and mission of the school</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations</li> <li>Takes action steps that have a limited effective on the development and/or retention of effective teachers</li> <li>Occasionally aligns the school's vision/mission to hiring recommendations</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations</li> <li>Fails to take consistent steps to facilitate the development and/or retention of effective teachers</li> <li>Fails to align hiring recommendations to the mission and vision of the school</li> </ul>



Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Human Capital Management					
1.2.1	<p><b>Observes professional practice</b></p> <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented</li> <li>Differentiates the number of observations based on observed levels of teacher effectiveness</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Examines prior performance and student achievement data to inform observations and walkthroughs</li> <li>Accurately categorizes observed instructional practice</li> <li>Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Frequently categorizes instructional practice inaccurately</li> <li>Conducts the minimum number of required observations, despite observed deficiencies in professional practice</li> <li>Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Fails to conduct an adequate number of observations</li> <li>Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers</li> </ul>	
1.2.2	<p><b>Provides actionable feedback</b></p> <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Models desired actions or schedules opportunities for the teacher to learn from other teachers</li> <li>Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develops bite-sized action plans focused on the highest leverage teacher actions</li> <li>Provides a clear directions for how to do the most important tasks well</li> <li>Frequently follows up to ensure feedback is implemented with fidelity</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether</li> <li>Fails to develop action plans with teachers</li> </ul>	
1.2.3	<p><b>Monitors student performance</b></p> <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develop teachers' collective ability to positively impact student learning</li> <li>Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>Frequently follows up to ensure action plans are implemented with fidelity</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>Allows teachers to establish action steps that lack clarity or alignment to performance data</li> <li>Fails to frequently follow up to ensure proper implementation</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Primarily analyzes data only after statewide achievement tests are complete</li> <li>Fails to identify action steps that are aligned with interim or classroom assessment data</li> </ul>	
1.2.4	<p><b>Demonstrates commitment to improve teacher performance</b></p> <p><b>In addition to Level 3, the assistant principal</b></p> <ul style="list-style-type: none"> <li>Identifies and facilitates opportunities for teachers to share best practices</li> <li>Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>Provides individual assistant/coaching that is infrequent</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Disregards the need for individualized assistance/coaching</li> <li>Provides limited opportunities for teachers to engage in professional learning</li> </ul>	

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Talent Review</b> <b>1.3.1 Assists the principal with the evaluation of teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Ensures all evaluation processes and expectations are transparent and clear</li> <li>- Allocates necessary time and resources to complete thorough, accurate and defensible evaluations</li> <li>- Demonstrates the ability to identify individual teacher strengths and weaknesses</li> <li>- Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated</li> <li>- Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or non-existent documentation</li> <li>- Incorporates limited student data and evidence of teacher practice in evaluation ratings</li> </ul>

## Domain 2: Leadership Actions

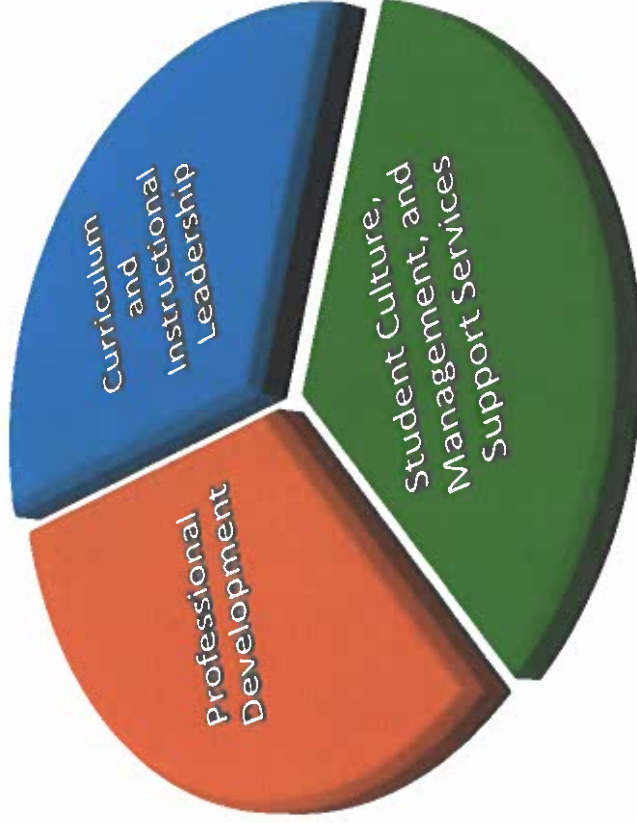
Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.1 Professional Leadership</b>					
2.1.1	<b>Effectively communicates</b>	<p><b>In addition to Level 3, the assistant principal</b></p> <ul style="list-style-type: none"> <li>Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals</li> <li>Maintains high visibility, accessibility, and establishes strong lines of communication</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns</li> <li>Uses appropriate communication methods and media</li> <li>Maintains appropriate visibility and accessibility to staff</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness</li> <li>Responds in an inconsistent manner to resolve expressed concerns</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Fails to keep appropriate audiences informed</li> <li>Uses methods of communication that are ineffective or inappropriate for the circumstance/audience</li> </ul>
2.1.2	<b>Reflects on practice and continually learns</b>	<p><b>In addition to Level 3, the assistant principal</b></p> <ul style="list-style-type: none"> <li>Promotes a culture of self-reflection and continuous improvement</li> <li>Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Expresses willingness to learn and openly acknowledges areas for growth</li> <li>Learns from personal experiences and the actions/insights of others</li> <li>Establishes priorities and achieves action plans focused on high-leverage leadership competencies</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Expresses willingness to learn from others, but is reluctant to admit own short-comings</li> <li>Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Resists changes to personal or leadership behaviors</li> <li>Fails to consistently achieve professional growth goals as outlined in professional growth plan</li> </ul>
2.1.3	<b>Demonstrates resiliency and persistence</b>	<p><b>In addition to Level 3, the assistant principal</b></p> <ul style="list-style-type: none"> <li>Engages staff and self in a continuous pursuit of professional growth and school improvement</li> <li>Anticipates problems and Confronts and solves problems that had yet to be successfully addressed</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals</li> <li>Identifies action steps and leverages available resources to confront difficult problems</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Reacts with visible frustration to challenging problems or setbacks</li> <li>Easily loses focus on improving student achievement</li> </ul>

2.1.4	<b>Monitors time and task management</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Prioritizes being an instructional leader above all else</li> <li>- Is a model of punctuality and timeliness in discharging his/her professional responsibilities</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Consistently allocates the time and resources necessary to achieve ambitious goals</li> <li>- Spends time on high leverage activities</li> <li>- Delegates applicable responsibilities to other staff and helps them achieve success in these activities</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions</li> <li>- Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely protects time for instructional leadership priorities</li> <li>- Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals</li> </ul>
<b>Competency</b>					
<b>Highly Effective (4)</b>					
<b>Effective (3)</b>					
<b>Improvement Necessary (2)</b>					
<b>Ineffective (1)</b>					
<b>2.2 School Leadership</b>					
2.2.1	<b>Maintains a culture of excellence</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Instills the daily habits necessary to create a culture of excellence</li> <li>- Is unwavering in maintaining high expectations for everyone</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning</li> <li>- Provides students and staff the support, time, and structures necessary to be successful</li> <li>- Celebrates the accomplishments of others and proactively resolves performance issues</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture</li> <li>- Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fails to take the initiative to identify and recognize the accomplishments of others</li> <li>- Consistently ignores staff or student performance issues</li> </ul>
2.2.2	<b>Enhances teacher collaboration</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school</li> <li>- Holds collaborating teams accountable for achieving desired results</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fails to provide teacher teams the support and/or resources necessary for to achieve desired results</li> <li>- Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving</li> </ul>
2.2.3	<b>Supports a universal code of conduct</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Coaches a culture of excellence through repeated practice and modeling of desired behaviors</li> <li>- Consistently and fairly applies positive and negative consequences for behavior</li> <li>- Promotes a predictable, safe learning environment through consistency of actions</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Supports the maintenance of routines, procedures, and policies; but is primarily reactive</li> <li>- Fails to consistently apply either positive and/or negative consequences for behavior</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Sends inconsistent messages about school policy</li> <li>- Tolerates discipline violations and allows positive student and staff behavior to go unrecognized</li> </ul>

2.2.4	<p><b>Engage families and the community in student learning</b></p>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates steadfast commitment to engaging parents who are traditionally uninformed in their children's education</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fosters partnerships with families, community agencies and/or the corporate sector</li> <li>- Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs</li> <li>- Assists the principal in securing cooperation from family and community members to support school improvement initiatives</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning</li> <li>- Inconsistently engages established parents</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts</li> </ul>
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## Optional Competencies





## Optional Competencies: Professional Development, Instructional Leadership & School Culture

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

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

<p><b>1.x.x</b></p>	<p><b>Addresses teachers rated ineffective or improvement necessary</b></p>	<p><b>In addition to Level 3, the assistant principal</b></p> <ul style="list-style-type: none"> <li>- Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Assists the principal with the development of a remediation plan for teachers that             <ul style="list-style-type: none"> <li>o Focuses on highest leverage teacher actions</li> <li>o Includes measurable goals and action steps</li> <li>o Contains a timeline and system to monitor implementation</li> <li>o Outlines consequences for failure to improve performance</li> </ul> </li> <li>- Provides tools and the assistance/coaching necessary to improve performance</li> <li>- Where appropriate, recommends termination of underperforming teachers using performance-based evidence</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance</li> <li>- Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy</li> </ul>
<p><b>1.x.x</b></p>	<p><b>Assists the principal with talent &amp; leadership development</b></p>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers</li> <li>- Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles</li> <li>- Provides meaningful support to emerging leaders in new teacher leadership roles</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Bases talent management decisions on personal preference rather than available data or demonstrated ability</li> <li>- Fails to provide meaningful support to emerging leaders</li> </ul>



Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.x	<b>Curriculum and Instructional Leadership</b>				
2.x.x	<b>Oversees aligned curricula, instruction and assessments</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Uses common interim assessments to define the rigor of the academic program</li> <li>Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas</li> <li>Facilitates inter grade level meetings to ensure vertical articulation of the curriculum</li> <li>Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects</li> <li>Utilizes some available interim assessments, but fails to implement interim assessments in all courses</li> <li>Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments</li> <li>Resists revisions to the curriculum even when supported by student learning outcomes</li> </ul>
2.x.x	<b>Supports the development and implementation of rigorous student learning objectives</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards</li> <li>Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity</li> <li>Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards</li> </ul>
2.x.x	<b>Uses data to drive instruction</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develops teacher leaders' capacity to drive data-driven instruction and decision-making</li> <li>Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Ensures the availability of clear and intuitive data reports for teacher analysis</li> <li>Orchestrates frequent and timely teacher team collaboration for data analysis</li> <li>Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Trains teachers in the use of data, but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Limits analysis of data to year-end autoposts</li> <li>Inadequately supports staff's use of data to guide instruction</li> </ul>

<p>2.x.x</p>	<p><b>Implements appropriate academic interventions</b></p>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Implements interventions that have a proven ability to increase student performance</li> <li>Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals</li> <li>Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress</li> <li>Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Ensures school-level and classroom-level programs are in place to help most students meet their academic goals</li> <li>Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress</li> <li>Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress</li> <li>Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program</li> </ul>
<p>2.x.x</p>	<p><b>Implements and monitors instructional technology</b></p>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>Successfully promotes the use of instructional technology that drives greater levels of student achievement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Identifies and implements the most effective instructional technology</li> <li>Develops teachers' ability to utilize instructional technologies to support student learning</li> <li>Regularly monitors and reports the impact of instructional technology on student learning</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Develops most, but not all, teachers' abilities to implement available instructional technology</li> <li>Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design</li> </ul>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.x x	<b>Implements effective school policies</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Institutes operational procedures designed and managed to maximize opportunities for successful student learning</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner</li> <li>- Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem</li> <li>- Develops all stakeholders' understanding of school policies and their consequences</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Establishes and implements school policies, processes, and routines, but enforcement is inconsistent</li> <li>- Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance</li> <li>- Develops student and staff understanding of school policies and their consequences</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Inadequately develops stakeholders and/or consequences</li> <li>- Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school</li> <li>- Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner</li> </ul>
2.x x	<b>Monitors school culture</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge</li> <li>- Tracks referral data to evaluate the effectiveness of interventions</li> <li>- Uses the data to engage stakeholders in a process of continuous improvement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Implements tracking systems to monitor trends in student behaviors and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely uses data to evaluate effectiveness of interventions</li> </ul>
2.x x	<b>Enhances a positive school culture</b>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy</li> <li>- Demonstrates the ability to positively impact student achievement and culture</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times</li> <li>- Challenges low expectations and holds all persons accountable for observing agreed upon procedures</li> <li>- Assists teachers with the implementation of effective classroom management plans</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Consistently applies positive and negative consequences for behavior</li> <li>- Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Inconsistently implements the student code of conduct</li> <li>- Allows irresponsible student behavior</li> </ul>

2.x x	<p><b>Provides effective supervision</b></p>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Volunteers to assist at school events and or functions to which he/she is not directly assigned</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely engages with students, parents, and or community members</li> <li>- Fails to maintain high visibility at supervisory functions</li> </ul>
2.x x	<p><b>Supports student services</b></p>	<p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities/services that meet their learning needs</li> <li>- Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met</li> <li>- Collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner</li> <li>- Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met</li> <li>- Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)</li> <li>- Fails to ensure the social, emotional, academic, and behavioral needs of each student are met</li> <li>- Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul>