Indiana Department of Education
Dr. Katie Jenner, Secretary of Education

Staff Performance Plan Submission Cover Sheet

SY 2022-2023

Context: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the Indiana Department of Education (IDOE) and requires IDOE to publish the plans on its website. This cover sheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to IDOE for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

School Corporation Name	Warsaw Community Schools
School Corporation Number	4415
Evaluation Plan Website Link	https://www.warsawschools.org/page/human-resources

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

☐ The System for Teacher and Student Advancement (TAP)

☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

☐ RISE 3.0 State Model

☐ Locally Developed Plan

xx Other Modified Rise

Instructions:

In the chart below, please type the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. Please note, your plan may include many other sections not listed below.

Submission:

Once completed, please **upload this cover sheet via the following Jotform by Friday, September 16, 2022.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact Dr. Rebecca Estes, Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	Document A Pg. 1

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate ***all*** certificated employees, including teachers, administrators, counselors, principals and superintendents	Document A through K
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	Document A Pg.4

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	Document A Pg. 3
Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	Document A Pg. 3
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	Document A Pg. 3

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for ***all*** certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (*e.g.,* surveys)	Documents A through K

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development	Document A Pgs. (2-6)

Designation in Rating Category			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	Definition of performance categories Summative scoring process that yields placement into each performance category	Document A Pg. 2-5
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	Definition of **negative impact** on student growth for all certificated staff Description of the process for modifying a final summative rating for negative growth	Document A Pg. 5
A definition of negative impact for certificated staff A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	Document A Pg. 5

Feedback and Remediation Plans			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	Document A Pgs. (2-5)
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	Document A Pgs. (4 -6)
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Document A Pgs. 3 and 6
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Document A Pg. 6

Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Document A Pg. 6
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	Document A Pg. 6

Book	Policy Manual
Section	3000 Professional Staff
Title	TEACHER APPRECIATION GRANTS
Code	po3220.01
Status	Active
Adopted	August 29, 2017
Last Revised	August 15, 2022
Last Reviewed	August 16, 2021

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 16th 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

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 2/19/18
Revised 8/19/19
Revised 2/24/20
Reviewed 8/16/21

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

WARSAW COMMUNITY SCHOOLS

Warsaw Community Schools (WCS)
Teacher Evaluation Plan

2022-2023

WCS Evaluation Plan

Warsaw Community School's mission is to inspire and equip all students to continuously acquire and apply knowledge and skills while pursuing their dreams and enriching the lives of others. To move our mission forward, WCS supports a fair, credible and accurate evaluation plan to differentiate staff performance and to support professional growth.

- **Be Annual**: Every certificated staff member, regardless of experience, will receive meaningful feedback on their performance on an annual basis. This includes teachers, administrators, counselors, principals and superintendent.

- **Include Four Rating Categories**: WCS wants to support all teachers to perform at their highest level. The WCS Evaluation Model will identify those teachers who are achieving the greatest success and will provide support to those who are new or struggling.

EVALUATION PLAN COMPONENTS

The following components of the WCS Evaluation Plan fulfill the requirements of Indiana Code. Supporting documents and information about the evaluation plan follows this overview. In addition at the end of each section, the resources that give greater detail and clarity are listed.

ANNUAL EVALUATIONS

The WCS Evaluation Plan provides for annual performance evaluations for each certificated employee (as required by IC 20-29-2-4). A district-wide evaluation metrics has been devised to ensure evaluation of all employees. This plan will be discussed annually with WCEA (Warsaw Community Education Association). *Resource: Appendix A*

The primary evaluator uses professional judgment to establish final rating in each of the competencies of the domains of Planning, Instruction, and Involvement. After considering all the information, the primary evaluator averages his/her final ratings in each competency to assess the teacher and assign a final rating within the first three domains.

Summative Ratings*:

Teacher/Administrator Effectiveness Rubric	100%
TOTAL	100%

*The summative rating method above will apply to evaluations from the 2021-2022 academic year. This summative rating structure will be applied for future purposes or until the evaluation committee establishes a new summative rating system.

RIGOROUS MEASURES OF EFFECTIVENESS

All employees evaluated under the WCS Evaluation Plan will have an assigned rubric with detailed descriptions of each performance level. The district has selected/created rubrics for all employees including, but not limited to, administrators, teachers, guidance counselors, MHT's, SLP's, Special Education Coordinators and other certificated employees (as required by IC 20-28-11.5-4(c) (3)). *Resource: Appendix C, Online Link #2;*

ASSESSMENT OF STUDENT GROWTH

Student growth will be determined by the WCS formative assessment strategy (see Appendix C) in which students take interim assessments to gauge mastery of core standards. Teachers utilize this data to adjust instruction and remediate gaps. Administrators meet with teachers to discuss their data and set remediation goals for students. During these data conversations principals can gauge teacher effectiveness through measurable student outcomes and the results are noted through the use of the WCS rubric.

DESIGNATION OF RATING CATEGORY

All rubrics used in the WCS Evaluation Plan include the following performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective. Each rubric clearly defines the expectations for each competency within each domain. Determining the final summative rating for a teacher includes all components of the evaluation plan including but not limited to student performance data and observation results. (as required by IC 20-28-11.5-4(c) (4) and (6)). *Resource: Appendix C, Online Link #1;*

EVALUATION FEEDBACK

The purpose of the WCS Evaluation Plan is to improve student learning through employee evaluation. If a time an Evaluation Models that an evaluator feels an Established Educator needs to make specific changes, a Professional Development Plan (may either be through Intensive Assistance or a 45-Day Plan) will be created (as required by IC 20-28-11.5-4(c) (5) and IC 20-28-11.5-4(d)).

Together, the evaluator and employee will determine goals that need to be achieved. Specific action needed to achieve these goals as well as a timeline will be developed jointly. The purpose of the Professional Development Plan is to positively affect student achievement by improving teaching
Resource: Appendix C, Online Link #1

EVALUATORS

WCS Evaluation Model Evaluators will be trained by approved providers (i. e. Region 8, IDOE, etc.) (as required by IC 20-28-11.5-1, IC 20-28-11.5-5 (b), and IC 20-28-11.5-8 (a) (1) (D)). Only certified administrators will serve as evaluators within the district.

* Secondary observers providing peer to peer feedback may include district instructional coaches, coordinators, and department heads. All secondary observers will also be trained by approved providers. Teachers may elect to use this feedback as a short evaluation.

Resource: Appendix A; Appendix C, Online Link #3

FEEDBACK AND REMEDIATION PLANS

Listed below is a timeline of required observations, as well as guidelines for required feedback, within the WCS Evaluation Plan (as required by IC 20-28-11.5-6).

OBSERVATIONS:

- Short Observation: 10 minutes in duration
- Long Observation: a minimum of 30 minutes or full class/lesson

TIMELINE:

Long Cycle: Beginning Educator Cycle, (1st - 3rd year teachers)

Short Observation	August 29 - May 22nd
Long Observation	August 29 - May 22th
End-of-Year Summative Meeting	By end of contract: May 26th

Additional evaluations may be completed to provide beginning educators with feedback and ongoing support. All short evaluations will be announced

Short Cycle: Established Educator Cycle, (4th year teacher and beyond)

Short Observation	August 29 - May 22nd
Long Observation	August 29 - May 22nd
End-of-Year Summative Meeting	By end of contract: May 26th

At least one observation (short or long) must be completed in semester 1. There may be uncontrollable circumstances that make it impossible for an administrator to meet this timeline.

All teachers will receive the full cycle of evaluations unless additional observations are requested by the administrator OR teacher.

All evaluations may be announced

DOMAINS #1 AND #3:

- ***Teachers do not need to upload artifacts***
- Building principals will discuss with teachers in the fall how they document these domains.

SCHEDULING OF OBSERVATIONS BY ADMINISTRATORS

- All long cycle observations for 1-3 year teachers will be announced
- All long cycle observations for 4+ teachers may be announced
- All short observations for all may be announced.

PEER-TO-PEER OBSERVATIONS

All Peer-to-Peer trained staff members, including instructional coaches, may conduct a Peer-to-Peer observation. Teachers may choose to use this as their short observation.

NEGATIVE IMPACT*

Negative impact on student learning for WCS teachers shall be defined as follows:

(1) For classes measured by statewide assessments with growth model data, WCS will use the IDOE cut levels in growth results that determine negative impact on growth and achievement. https://license.doe.in.gov/login

(2) For classes that are not measured by statewide assessments, WCS will examine interim formative assessment data that shows a significant number of students across a teacher's classes over a three year period, fails to demonstrate student learning or mastery of standards established by the state.

*WCS understands this runs counter to HEA 1002, which removes assessment results from certified employees' annual evaluations. At this time, rules have not been changed by SBOE that would allow for revision of this definition. Therefore, the existing definition of Negative Impact must be used. If SBOE makes changes to the existing definition of Negative Impact after the submission deadline, WCS will submit an updated plan through DOE online is acceptable.

INTENSIVE ASSISTANCE PLAN

The WCS Evaluation Model Committee has implemented the "Intensive Assistance Plan" for teachers who are rated below a 3.0 on the WCS Evaluation Model Evaluation. Notification of this process can occur at any time in which a teacher falls below the 3.0 rating. A Teacher may accept or decline the Intensive Assistance Plan.

In conjunction with state requirements and if a teacher elects to decline the Intensive Assistance Plan, the WCS Evaluation Model requires that a teacher who is rated as ineffective or improvement necessary shall receive a Professional Development Plan from his/her administrator (as required by IC 20-28-11.5-6).

An employee who receives a summative rating of ineffective may file a written request for a private conference with the superintendent or the superintendent's designee no later than five (5) school days after receiving notice that the teacher received a rating of ineffective. The written request must be submitted to the superintendent's administrative assistant. The teacher is entitled to a private conference with the superintendent or superintendent's designee (as required by IC 20-28-11.5-6).
Resource: Appendix C, Online Link #1—pages 50-53

INSTRUCTION DELIVERED BY TEACHERS RATED AS INEFFECTIVE

WCS Evaluation Model requires that a student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of who was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class. If it is not possible to comply with this, Warsaw Community Schools will notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective. The parent must be notified in writing before the start of the second consecutive school year (as required by IC 20-28-11.5-7).

Dr. David Hoffert- Superintendent
Stephanie Weldy Administrative Assistant
Krista Polston- Special Projects and Grant Coordinator

Chief Financial Officer

April Fitterling
(Cheryl Schmucker)
Finance Business Department

- Danielle Raber (Treasurer)
- Ruchele Sammons (Deputy Treasurer)
- Nolan Swihart(Accounts Payable)
- Maint/Bldgs/Grnds

- Jim LeMasters (Director)
- Sam Cook (Assistant Director)
- Jennifer Stafford (Director of Custodial)
- Transportation
- Mark Fick (Director)
- Kristy Newton (Assistant Director)
- Cynthia Shuler(Transportation Coordinator)
- Mail Carrier/Central Office Maintenance
- Randy Walken
- Food Service
- Stacie Light(Director)
- Shannon Dellinger (Assistant Director)
- WCEA Contract Negotiations
- Cash Management
- Textbook pricing and collection
- Audit Review and Response
- Facilities Planning
- Title 1, 2, 3 & 4 Funding Oversight
- Strategic Plan: Experience

Director of Human Resources

Sheila Howe
(Autumn Gregory)
Human Resources

- Tracy Beiler (HR Generalist)
- Diane Meyers (Payroll Coordinator)
- Leona Harris (Benefits Coordinator)
- Recruitment, Hiring & Retention

- Staffing
- EduStaff ~ Substitute Teachers
- Benefits Administration
- Performance Management
- Evaluation System for all Staff (Standard for Success)
- RISE Revisions
- State Reporting Evaluation
- Policies & Procedures
- Out-of-State-Travel Requests
- WCEA Discussion and Negotiations
- Compliance
- Training
- Internal Controls
- Employee Celebrations/Service Awards
- Employee Benefits
- Teacher License
- Emergency License
- New Teacher Orientation

Assistant Superintendent of Secondary Schools

Dr. David Robertson
(Stefanie Brown)
Assistant Superintendent of Secondary

- Principal Supervision
- Troy Akers (WCHS)
- Jolilla Smyth (Edgewood)
- Todd Braddock (Lakeview)
- Steve Ferber (GEC)
- Ben Barkey (WACC)
- **Student Services Coordinators**
  - Elementary (K-6)
- NLP/District Co-Shepherd (Cohort 19)
- Principal Support Visits (WCHS)
- Co-Lead District PLE Meetings
- Instructional Coaches

- Christy Swartzentruber- Math Academic Coach, Alysha Kline, ELA half-time Academic Coach
- Corporation Curriculum Council
- Title II Grant Administrator
- Secondary Principals Mtgs
- Textbook Adoption and Rental Fees
- Textbook ordering and inventory
- K-12 STEM Initiative
- WCEA Discussion and Negotiations
- District Safety Officer
  - Main contact
  - Lead meetings (district and county)
- Building Project Advisory
- **Back to the Days**
- Strategic Plan: Adaptability Team Lead
- Secondary Homebound, assessment, discipline matrix, RTI,
- Secondary DLI transition
  - Krista Polston: Project Manager

Director of Special Services

Amy Hobbs
(April Swihart)
Director of Special Services

- NCISEC Director
- Federal Special Education Compliance
- Tina Embry
- State Special Education Compliance

- Summer School - Special Education
- Applied Skills Program/Classrooms
- Alternate Assessment (I AM)
- School Psychologists Study Council Chair
- Admin Assistants Study Council Chair
- Blind-Low Vision (BLV)(1)
- Mental Health Therapist (MHT) (2)
- School Psychologists (3)
- Autism Consultant (1)
- School Corporation Nursing Services
  - Tracey Akers (Nurse Coordinator)
  - Building Nurses (13)
- Assistant Director (Tina Northern)
  - Janet Campbell (Adm Assist)
  - High Ability Administration
  - Elementary Coordination
  - Spec. Education Preschool Teachers (4)
  - Extended School Year (ESY)
  - Speech Language Therapists (10)
- Elementary Coordinator (Krista Dausman)
  - IEP District Trainer
  - Private Schools Chairperson - Elementary
  - Assistive Technology (AT)
  - DT/PT Coordination
  - Medicaid Reimbursement
  - Elementary Coord. (Eisen, Clay, Linc)
- Secondary Coordinator (Kari Walmer)
  - IEP District Trainer
  - Private School Chairperson - Secondary
  - Indicator 13 Compliance
  - Assistive Technology (AT)
  - Section 504

Assistant Superintendent of Elementary Schools

Dr. Dani Barkey
(Maria Peacock)
Assistant Superintendent of Elementary

- Principal Supervision
- Matt Deeds (Harrison)
- Nathan Polston (Leesburg)
- Josh Wall (Jefferson)
- Aimee Lunsford (Lincoln)
- Francesca Hoffmann (Madison)
- Jenna Morse (Eisenhower)
- David Burden (Washington)
- Melissa Rees (Claypool)
- Instructional Coaches Supervision

- B. Rhodes, C. Krieder, K. Malle, D. Scott, C. Sleighter, K. Malle, D. Scott, C. Sleighter, M. Duncan, R. Parker, D. Pike
- Accountability Council
- NLP/District Co-Shepherd (Cohort 19)
- Principal Support Visits (LIN & WAS)
- Co-Lead District NLP Meetings
- Main point of contact with UVA
- Title I Grant Administrator
- Megan Smith, Title I Instructional half-time coach
- Title III and NESP Grant Administrator
- Kelly Meeks - English Learner Coordinator K-12
- Maria Peacock Title III Assistant
  - EL Program K-12
  - EL District Training
  - WIDA Assessment
- Elementary Leaders Meetings
- Corporation Communications
- Amanda Scroggs-Communications Director
  - Press Releases
  - Peachjar flyers
    - Tasha Tripp
  - Recruitment materials
  - Website
- Attendance and Expulsion Examiner: Daisy Holton
- Strategic plan: Inclusivity Pillar
  - Kelly Meeks: Co-Leader
- Elementary Homebound, assessment, discipline matrix, RTI,
- WCEA Discussion and Negotiations
- Dual Language Program, K-6

Chief Technology and Data Analytics Officer

Kyle Carter

Chief Technology and Accountability Operations

- Technology Coordinator
  - Eric Sorensen
- Technology Support Manager
  - Lydia Fisher
- School Corporation Technicians
  - Lindy Ramsey - Level 1 Tech Jeff/Wash/Lin
  - Ted Burchett - Level 1 Tech Har/Lees/Mad
  - Kerry Stogsdill - Level 1 Tech Clay/Ei/Maint/Transportation
  - Drew McCollom - Level 1 Tech Edgewood/HS/Float
  - Jean Beeson - Technology Support Specialist Lakeview
  - OPEN - Technology Support Specialist
  - Olivia Eppley - Technology Support Specialist WCHS
- Network Administrators
  - Terry Engle - Fiber/Security/Video/Access Control
  - Jacob Cauhorn - Google/Copiers/AD/Clever/Level Data
  - TBD - New World/Textbooks/PS/ Illuminate
- Instructional Coach
  - Open
- 1:1 Coordinator
  - Stefanie Spangle
- SIS Manager
  - Jennifer Harrison
- Data and Assessment Coordinator
  - Jeryl Leamon
- Corporation Testing Coordinator
- Assessment/Testing Reporting
- District Transfers
- School Corporation Media Center * Advisory
  - Digital Learning Specialists (8) (Report to Principal)
  - Librarians
  - Becky Denzer - Lakeview and DLS Support
  - Susan Eberhardt - Edgewood (Report to Principal)
  - Open - WCHS (Report to Principal)
- Media Center Support
  - Deb Sapper
  - Judy Timmons
- WCEA Discussion and Negotiations
- Assistant District Safety Officer
- PLE Data/District Co-Shepherd (Cohort 16)
- WCS Calendar
- Co-webmaster
- Community Technology Advisory Council
- Data-Driven Instruction
- Intervention Data Collection / Analysis
- School Improvement Plans

APPENDIX B Update links

Link #1:

https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf

Link #2:

https://learningconnection.doe.in.gov/

Link #3:

https://www.r8esc.k12.in.us/

APPENDIX C

https://drive.google.com/file/d/1NLUrNUEsqTt8b7s-fl2HBSiFBEe7WTm0/view?usp=sharing

ASSISTANT PRINCIPALS, PRINCIPALS AND CERTIFIED ADMINISTRATORS

OBJECTIVE MEASURE OF STUDENT ACHIEVEMENT AND GROWTH

The WCS Evaluation Model is student centered. Much of it is focused on student learning and achievement.

The primary evaluator uses professional judgment to establish final rating in each of the competencies of the domains of Teacher Effectiveness, Leadership Actions and Core Professionalism. After considering all the information, the primary evaluator averages his/her final ratings in each competency to assess the administrator and assign a final rating within the first three domains.

Summative Ratings*:

Administrator Rubrics	100%
TOTAL	100%

*The summative rating method above will apply to evaluations from the 2021-2022 academic year. This summative rating structure will be applied for future purposes or until the superintendent establishes a new summative rating system.

Warsaw Community Schools Teacher Effectiveness Evaluation Rubric 2022-2023

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 two annual student achievement goal that is:** - Measurable; - Aligned to content standards; AND - Includes common formative assessment/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.

1.4	**Create Objective-Driven Lesson Plans and Assessments**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	**Based on unit plan, teacher plans daily lessons by:** - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. **Teacher may *not:*** - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction.	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	**Track Student Data and Analyze Progress**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	**Teacher uses an effective data tracking system for:** - Recording student assessment/ progress data - Maintaining a grading system **Teacher may *not:*** - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Document C

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

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

Document C

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

Notes:

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

Document C

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments -Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: **Modify Instruction As Needed**	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

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

Document C

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

Notes:

1. Examples of types of questions that can develop higher-level understanding:
   - Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")
   - Asking students to explain their reasoning
   - Asking students to explain why they are learning something or to summarize the main idea
   - Asking students to apply a new skill or concept in a different context
   - Posing a question that increases the rigor of the lesson content
   - Prompting students to make connections to previous material or prior knowledge
2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Teacher needs improvement at maximizing instructional time - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

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

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

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

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

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

DOMAIN 3: Teacher Leadership

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may *not*:** - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may *not:*** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may *not:*** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning
3.4	Advocate for Student Success	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may *not:*** - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.

			- Advocate for students' individualized needs		
3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may *not:*** - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Document C

Core Professionalism Rubric

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

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

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

DOCUMENT D

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

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

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

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	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 skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels. Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically not completed on time.	Tasks are managed in a haphazard fashion. There is little or no evidence of established or achieved milestones or deadlines.

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

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	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	**The superintendent understands the role of the superintendent in engaging the public in controversial issues.**	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community. The superintendent 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.

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

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	**The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.**	Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from various sources are referenced in all decisions. Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced	A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data. Data, from limited sources are referenced in some decisions. Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.	Data is rarely used for decisions. Most decisions are made based on personal viewpoints or what is popular at the time.
6.2	**The superintendent demonstrates personal proficiency in technology implementation and utilization.**	The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives. The superintendent serves as a model for technology implementation.	The superintendent consistently utilizes technology within his/her daily responsibilities. The superintendent demonstrates effort toward serving as a model for technology implementation.	The superintendent occasionally utilizes technology within his/her daily responsibilities. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.	The superintendent has limited use of technology within his/her daily responsibilities. The superintendent does not serve as a model for technology implementation.

6.3	**The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).**	The superintendent ensures there are updated procedures in place to address the safety of students and staff. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place.	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent has no procedures in place to address the safety of students and staff. The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.

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

Document E

Indiana Department of Education

Indiana Principal Effectiveness Rubric

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Domain 1: Teacher Effectiveness - Human Capital Management

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring And Retention**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; – Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; – Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** – Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; – Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; – Aligning personnel decisions with the vision and mission of the school.	**Principal recruits, hires, and supports effective teachers by:** – Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; – Demonstrating ability to increase some teachers' effectiveness; – Occasionally applying the school's vision/mission to HR decisions.	**Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:** – Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; – Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; – Rarely or never applying the school's vision/mission to HR decisions.

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

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1.1.2	**Evaluation Of Teachers**		**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** – Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; – Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** – Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Using teacher evaluations to partially differentiate the performance of teacher; – Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** – Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; – Rarely or never using teacher evaluation to differentiate the performance of teachers ; – Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.
1.1.3	**Professional Development**		**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Frequently creating learning opportunities in which highly effective teachers support their peers; – Monitoring the impact of implemented learning opportunities on student achievement; – Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** – Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; – Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. – Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** – Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; – Providing learning opportunities with little variety of format; – Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** – Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; – Providing no variety in format of learning opportunities; – Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership And Talent Development**		**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting teacher leadership and progression on career ladders; – Systematically providing opportunities for emerging leaders	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; – Providing formal and informal opportunities to mentor emerging leaders;	**Principal develops leadership and talent by:** – Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;	**Principal <u>does not</u> develop leadership and talent by:** – Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;

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			to distinguish themselves and giving them the authority to complete the task; – Recognizing and celebrating emerging leaders.	– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	– Providing formal and informal opportunities to mentor some, but not all, emerging leaders; – Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	– Rarely or never provides mentorship to emerging leaders; – Providing no support and encouragement of leadership and growth; – Frequently assigns responsibilities without allocating necessary authority.
1.1.5	**Delegation**		**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Encouraging and supporting staff members to seek out responsibilities; – Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** – Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Monitoring the progress towards success of those to whom delegations have been made; – Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** – Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; – Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; – Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** – Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; – Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; – Rarely or never providing support.
1.1.6	**Strategic Assignment**[2]		**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	**Principal uses staff placement to support instruction by:** – Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;	**Principal uses staff placement to support instruction by:** – Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	**Principal <u>does not</u> use staff placement to support instruction by:** – Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

[2] This indicator obviously assumes there is ability of leader to make these decisions.

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				– Strategically assigning support staff to teachers and classes as necessary to support student achievement.		
1.1.7	**Addressing teachers who are in need of improvement or ineffective**		**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Staying in frequent communication with teachers on remediation plans to ensure necessary support; – Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** – Developing remediation plans with teachers rated as ineffective or in need of improvement; – Monitoring the success of remediation plans; – Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and Vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Defining long, medium, and short-term application of the vision and/or mission; – Monitoring and measuring progress toward the school's vision and/or mission; – Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	**Principal supports a school-wide instructional vision and/or mission by:** – Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); – Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** – Failing to adopt a school-wide instructional vision and/or mission; – Defining a school-wide instructional vision and/or mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

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1.2.2	**Classroom Observations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3	**Teacher Collaboration**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring collaborative efforts to ensure a constant focus on student learning; – Tracking best collaborative practices to solve specific challenges; – Holding collaborating teams accountable for their results.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; – Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; – Aligning teacher collaborative efforts to the school's vision/mission.	**Principal supports teacher collaboration by:** – Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; – Supporting and encouraging teamwork and collaboration in a limited number of ways; – Occasionally aligning teacher collaborative efforts to instructional practices.	**Principal does not support teacher collaboration by:** – Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; – Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; – Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	**Planning and Developing Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; – Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;	**Principal supports the planning and development of Student Learning Objectives (SLOs) by:** – Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; – Collaborating with teachers to identify standards or skills to be assessed; – Collaborating with teachers to develop/select assessments to evaluate overall student progress;	**Principal supports the creation of Student Learning Objectives (SLOs) by:** – Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; – Occasionally collaborating with teachers to identify standards or skills to be assessed;	**Principal does not support the creation of Student Learning Objectives by:** – Failing to organize/provide opportunities for teacher collaboration; – Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; – Not meeting with teachers throughout the year to look at progress towards goals.

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		– Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; – Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; – Revisiting the use and design of teacher and school-wide tracking tools.	utilizing assessments that accurately and reliably measure student learning; – Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; – Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. – Utilizing a tracking tool to monitor school-wide progress on SLOs; – Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	– Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; – Working with teachers only occasionally throughout the year to measure progress towards goals; – Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	
1.3.2	**Rigorous Student Learning Objectives**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; – Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	**Principal creates rigor in SLOs by:** – Ensuring teachers' SLOs define desired outcomes; – Ensuring assessments used correspond to the appropriate state content standards; – Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; – Ensuring an analysis of previous year's student data is included in the development of SLOs; – Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	**Principal creates rigor in SLOs by:** – Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; – Assessing baseline data that may not be effectively used to assess students' starting points; – Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	**Principal creates rigor in SLOs by:** – Allowing for outcomes to be benchmarked to less than typical growth; – Failing to assess baseline knowledge of students; – Failing to select assessments that are appropriately aligned to content standards.
1.3.3	**Instructional Time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** – Removing all sources of distractions of instructional time; – Promoting the sanctity of instructional time; – Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** – Removing major sources of distractions of instructional time; – Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; – Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** – Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; – Rarely or never promoting the sanctity of instructional time; – Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

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Domain 2: Leadership Actions - Personal Behavior

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

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

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2.1.4	**Initiative and Persistence**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.	**Principal displays initiative and persistence by:** – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal displays initiative and persistence by:** – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	**Principal does not display initiative and persistence by:** – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships					
2.2.1	**Culture of Urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal does not create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.

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2.2.2	**Communication**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – To the extent possible, messaging key concepts in real time; – Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; – Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	**Principal skillfully and clearly communicates by:** – Messaging key concepts, such as the school's goals, needs, plans, success, and failures; – Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; – Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	**Principal skillfully and clearly communicates by:** – Messaging most, but not all, key concepts; – Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; – Utilizing a limited number of means and approaches to communication.	**Principal does not skillfully and clearly communicate by:** – Rarely or never messaging key concepts; – Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; – Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	**Forging consensus for change and improvement**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Guides others through change and addresses resistance to that change; – Monitors the success of strategies and revises based on strengths and weaknesses; – Creates cultural changes that reflect and support building a consensus for change.	**Principal creates a consensus for change and improvement by:** – Using effective strategies to work toward a consensus for change and improvement; – Systematically managing and monitoring change processes; – Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	**Principal creates a consensus for change and improvement by:** – Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; – Managing change and improvement processes without building systems and allies necessary to support the process; – Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	**Principal does not create a consensus for change and improvement by:** – Failing to identify areas in which agreement and/or consensus is necessary; – Rarely or never managing or developing a process for change and/or improvement; – Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement					
2.3.1	**High expectations**	**At Level 4, a principal fulfills the criteria for level 3 and additionally:** – Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;	**Principal creates and supports high academic and behavior expectations by:** – Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; – Empowering students to set high and demanding expectations for themselves;	**Principal creates and supports high academic and behavioral expectations by:** – Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; – Setting expectations but failing to empower students and/or teachers to set	**Principal does not create or support high academic and behavior expectations by:** – Accepting poor academic performance and/or student behavior; – Failing to set high expectations or sets unrealistic or unattainable goals.

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		– Benchmarking expectations to the performance of the state's highest performing schools; – Creating systems and approaches to monitor the level of academic and behavior expectations; – Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	– Ensuring that students are consistently learning, respectful, and on task; – Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; – Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	high expectations for student academic and behavior.	
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** – Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** – Creating academic goals that are nearing the rigor required to meet the school's academic goals; – Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** – Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; – Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Data used as basis of decision making is transparent and communicated to all stakeholders; – Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** – Orchestrating frequent and timely team collaboration for data analysis; – Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** – Occasionally supporting and/or orchestrating team collaboration for data analysis; – Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** – Rarely or never organizing efforts to analyze data; – Rarely or never applying data analysis to develop action plans.

2022-2023 Assistant Principal Effectiveness Rubric

Indiana Assistant Principal Effectiveness Rubric

2022-2023

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.

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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[1]:

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.

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Domain 1: Teacher Effectiveness

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission & Vision					
1.1.1	**Contributes to the achievement of the mission & vision**	**In addition to Level 3, the assistant principal:** – Catalyzes commitment to and vigorous pursuit of the school's vision & mission	**The assistant principal:** – Working through complex issues in ways that energize stakeholder commitment – Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives – Translates the vision and mission into daily school practices	**The assistant principal:** – Contributes individual capabilities to achieve essential objectives – Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent	**The assistant principal:** – Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision – Exhibits actions or behaviors that negatively affect stakeholder commitment
1.1.2	**Assists the principal in hiring, developing and retaining effective teachers**	**In addition to Level 3, the assistant principal:** – Provides the student management and/or instructional support necessary to develop and retain effective early career teachers	**The assistant principal:** – Bases hiring recommendations primarily on the teacher's level of effectiveness – Takes specific actions to facilitate the development and retention of effective staff members – Aligns personnel recommendations with the vision and mission of the school	**The assistant principal:** – Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations – Takes action steps that have a limited effective on the development and/or retention of effective teachers – Occasionally aligns the school's vision/mission to hiring recommendations	**The assistant principal:** – Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations – Fails to take consistent steps to facilitate the development and/or retention of effective teachers – Fails to align hiring recommendations to the mission and vision of the school

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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Human Capital Management					
1.2.1	**Observes professional practice**	**In addition to Level 3, the assistant principal:** – Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented – Differentiates the number of observations based on observed levels of teacher effectiveness	**The assistant principal:** – Examines prior performance and student achievement data to inform observations and walkthroughs – Accurately categorizes observed instructional practice – Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal	**The assistant principal:** – Frequently categorizes instructional practice inaccurately – Conducts the minimum number of required observations, despite observed deficiencies in professional practice – Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal	**The assistant principal:** – Fails to conduct an adequate number of observations – Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	**Provides actionable feedback**	**In addition to Level 3, the assistant principal:** – Models desired actions or schedules opportunities for the teacher to learn from other teachers – Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.	**The assistant principal:** – Develops bite-sized action plans focused on the highest leverage teacher actions – Provides a clear directions for how to do the most important tasks well – Frequently follows up to ensure feedback is implemented with fidelity	**The assistant principal:** – Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions – Leaves implementation of feedback to chance by failing to consistently follow-up	**The assistant principal:** – Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether – Fails to develop action plans with teachers
1.2.3	**Monitors student performance**	**In addition to Level 3, the assistant principal:** – Develop teachers' collective ability to positively impact student learning – Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs	**The assistant principal:** – Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps – Collaboratively develops concrete action steps aligned with student and teacher needs – Frequently follows up to ensure action plans are implemented with fidelity	**The assistant principal:** – Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers – Allows teachers to establish action steps that lack clarity or alignment to performance data – Fails to frequently follow up to ensure proper implementation	**The assistant principal:** – Primarily analyzes data only after statewide achievement tests are complete – Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	**Demonstrates commitment to improve teacher performance**	**In addition to Level 3, the assistant principal** – Identifies and facilitates opportunities for teachers to share best practices – Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement	**The assistant principal:** – Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies	**The assistant principal:** – Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors – Provides individual assistant/coaching that is infrequent	**The assistant principal:** – Disregards the need for individualized assistance/coaching – Provides limited opportunities for teachers to engage in professional learning

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Talent Review					
1.3.1	**Assists the principal with the evaluation of teachers**	**In addition to Level 3, the assistant principal:** – Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning	**The assistant principal:** – Ensures all evaluation processes and expectations are transparent and clear – Allocates necessary time and resources to complete thorough, accurate and defensible evaluations – Demonstrates the ability to identify individual teacher strengths and weaknesses – Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers	**The assistant principal:** – Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated – Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness	**The assistant principal:** – Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation – Incorporates limited student data and evidence of teacher practice in evaluation ratings

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Domain 2: Leadership Actions

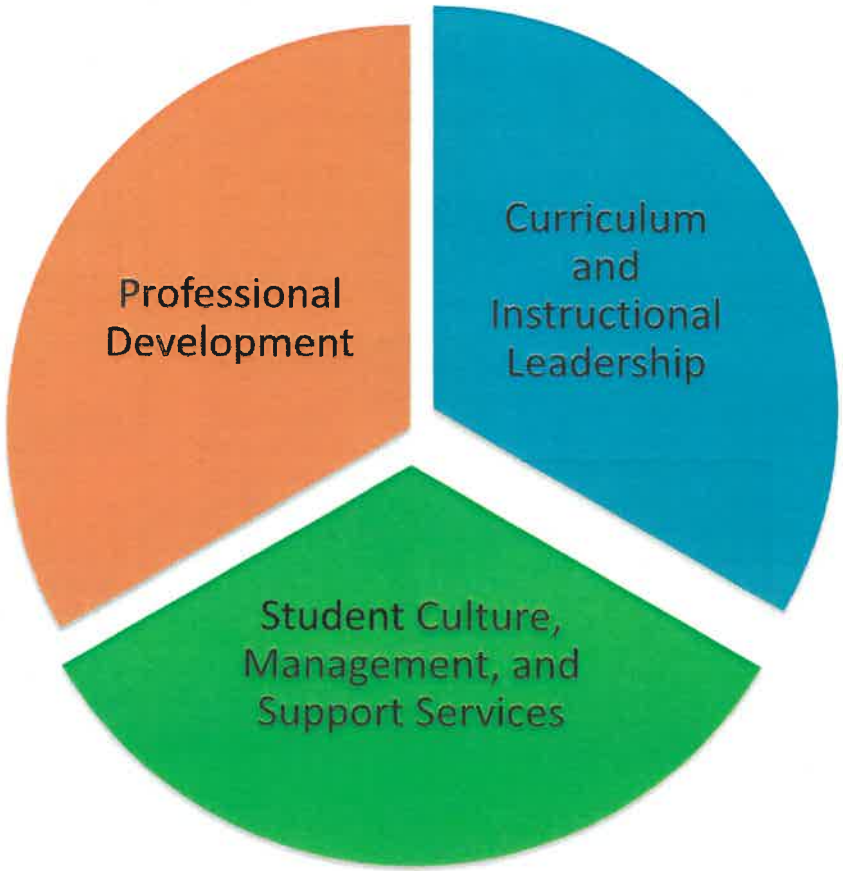
Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Professional Leadership					
2.1.1	**Effectively communicates**	**In addition to Level 3, the assistant principal** – Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals – Maintains high visibility, accessibility, and establishes strong lines of communication	**The assistant principal:** – Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns – Uses appropriate communication methods and media – Maintains appropriate visibility and accessibility to staff	**The assistant principal:** – Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness – Responds in an inconsistent manner to resolve expressed concerns	**The assistant principal:** – Fails to keep appropriate audiences informed – Uses methods of communication that ineffective or inappropriate for the circumstance/audience
2.1.2	**Reflects on practice and continually learns**	**In addition to Level 3, the assistant principal** – Promotes a culture of self-reflection and continuous improvement – Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement	**The assistant principal:** – Expresses willingness to learn and openly acknowledges areas for growth – Learns from personal experiences and the actions/insights of others – Establishes priorities and achieves action plans focused on high-leverage leadership competencies	**The assistant principal:** – Expresses willingness to learn from others, but is reluctant to admit own short-comings – Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps.	**The assistant principal:** – Resists changes to personal or leadership behaviors – Fails to consistently achieve professional growth goals as outlined in professional growth plan
2.1.3	**Demonstrates resiliency and persistence**	**In addition to Level 3, the assistant principal** – Engages staff and self in a continuous pursuit of professional growth and school improvement – Anticipates problems and Confronts and solves problems that had yet to be successfully addressed	**The assistant principal:** – Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals – Identifies action steps and leverages available resources to confront difficult problems	**The assistant principal:** – Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals	**The assistant principal:** – Reacts with visible frustration to challenging problems or setbacks – Easily loses focus on improving student achievement
2.1.4	**Monitors time and task management**	**In addition to Level 3, the assistant principal:** – Prioritizes being an instructional leader above all else – Is a model of punctuality and timeliness in discharging his/her professional responsibilities	**The assistant principal:** – Consistently allocates the time and resources necessary to achieve ambitious goals – Spends time on high leverage activities – Delegates applicable responsibilities to other staff and helps them achieve success in these activities	**The assistant principal:** – Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions – Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities.	**The assistant principal:** – Rarely protects time for instructional leadership priorities – Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 School Leadership					
2.2.1	**Maintains a culture of excellence**	**In addition to Level 3, the assistant principal:** – Instills the daily habits necessary to create a culture of excellence – Is unwavering in maintaining high expectations for everyone	**The assistant principal:** – Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning – Provides students and staff the support, time, and structures necessary to be successful – Celebrates the accomplishments of others and proactively resolves performance issues	**The assistant principal:** – Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture – Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected	**The assistant principal:** – Fails to take the initiative to identify and recognize the accomplishments of others – Consistently ignores staff or student performance issues
2.2.2	**Enhances teacher collaboration**	**In addition to Level 3, the assistant principal:** – Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement	**The assistant principal:** – Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school – Holds collaborating teams accountable for achieving desired results	**The assistant principal:** – Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards	**The assistant principal:** – Fails to provide teacher teams the support and/or resources necessary for to achieve desired results – Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving
2.2.3	**Supports a universal code of conduct**	**In addition to Level 3, the assistant principal:** – Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors	**The assistant principal:** – Coaches a culture of excellence through repeated practice and modeling of desired behaviors – Consistently and fairly applies positive and negative consequences for behavior – Promotes a predictable, safe learning environment through consistency of actions	**The assistant principal:** – Supports the maintenance of routines, procedures, and policies; but is primarily reactive – Fails to consistently apply either positive and/or negative consequences for behavior	**The assistant principal:** – Sends inconsistent messages about school policy – Tolerates discipline violations and allows positive student and staff behavior to go unrecognized
2.2.4	**Engage families and the community in student learning**	**In addition to Level 3, the assistant principal:** – Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education	**The assistant principal:** – Fosters partnerships with families, community agencies and/or the corporate sector – Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs – Assists the principal in securing cooperation from family and	**The assistant principal:** – Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning – Inconsistently engages established parents	**The assistant principal:** – Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts

			community members to support school improvement initiatives		

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)
1.x Professional Development					
1.x.x	**Oversees school-wide professional development**	**In addition to Level 3, the assistant principal:** – Leverages teacher leaders to provide differentiated professional development opportunities based on individual need – Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement	**The assistant principal:** – Uses student performance data and teacher evaluation results to develop a systemic plan for professional development – Assists the principal in providing teachers and administrative team members differentiated professional development opportunities – Monitors the impact of professional development on student learning and teacher effectiveness	**The assistant principal:** – Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results – Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness	**The assistant principal:** – Fails to provide regular professional development opportunities aligned to the staff's learning needs
1.x.x	**Builds productive professional learning communities**	**In addition to Level 3, the assistant principal:** – Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement	**The assistant principal:** – Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations – Assists teams in establishing priorities and developing ambitious and measurable goals – Provides each team with the resources/support necessary for them to achieve their goals	**The assistant principal:** – Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations – Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability – Provides inconsistent support to teams	**The assistant principal:** – Places little emphasis on team composition – Fails to hold teams accountable for establishing clear goals – Provides little or no support to teams

1.x.x	**Addresses teachers rated ineffective or improvement necessary**	**In addition to Level 3, the assistant principal** – Proactively assists teachers with achieving the goals outlined in the teacher's remediation plan	**The assistant principal:** – Assists the principal with the development of a remediation plan for teachers that o Focuses on highest leverage teacher actions o Includes measurable goals and action steps o Contains a timeline and system to monitor implementation o Outlines consequences for failure to improve performance – Provides tools and the assistance/coaching necessary to improve performance – Where appropriate, recommends termination of underperforming teachers using performance-based evidence	**The assistant principal:** – Assists with the development of a remediation plan that fails to provide the tools and/or assistance/coaching necessary to improve performance – Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions	**The assistant principal:** – Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy
1.x.x	**Assists the principal with talent & leadership development**	**In addition to Level 3, the assistant principal:** – Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance	**The assistant principal:** – Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers – Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles – Provides meaningful support to emerging leaders in new teacher leadership roles	**The assistant principal:** – Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success	**The assistant principal:** – Bases talent management decisions on personal preference rather than available data or demonstrated ability – Fails to provide meaningful support to emerging leaders

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.x Curriculum and Instructional Leadership					
2.x.x	**Oversees aligned curricula, instruction and assessments**	**In addition to Level 3, the assistant principal:** – Uses common interim assessments to define the rigor of the academic program – Builds the capacity of the leadership team to analyze standards, curricula, and aligned assessments to improve teaching and learning	**The assistant principal:** – Collaborates with teachers to ensure that the curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in all subject areas – Facilitates inter grade level meetings to ensure vertical articulation of the curriculum – Engages teams of teachers in a systematic analysis of student learning outcomes and curriculum revisions	**The assistant principal:** – Ensures that curriculum, instructional strategies, and interim assessments align with each other and with state standards and end-goal assessments in most, but not all subjects – Utilizes some available interim assessments, but fails to implement interim assessments in all courses – Allows time for teachers to analyze and revise their curriculum, but does not take a systematic approach to this process	**The assistant principal:** – Supports teacher use of a curriculum that is not aligned to state standards, instructional strategies, or assessments – Resists revisions to the curriculum even when supported by student learning outcomes
2.x.x	**Supports the development and implementation of rigorous student learning objectives**	**In addition to Level 3, the assistant principal:** – Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous SLOs	**The assistant principal:** – Develops and monitors systems and processes to ensure the development of rigorous SLOs aligned to state or national standards – Leads collaborative work sessions to develop and revisit SLOs with teachers throughout the year as necessary	**The assistant principal:** – Develops and monitors systems and processes to ensure the development of SLOs, but fails to ensure they are implanted with fidelity. – Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies	**The assistant principal:** – Diminishes the value of SLOs by allowing for extreme variation in the rigor and/or alignment of SLOs with state or national standards
2.x.x	**Uses data to drive instruction**	**In addition to Level 3, the assistant principal:** – Develops teacher leaders' capacity to drive data-driven instruction and decision-making – Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on	**The assistant principal:** – Ensures the availability of clear and intuitive data reports for teacher analysis – Orchestrates frequent and timely teacher team collaboration for data analysis – Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements	**The assistant principal:** – Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process	**The assistant principal:** – Limits analysis of data to year-end autopsies – Inadequately supports staff's use of data to guide instruction

		curriculum design and student achievement			

2.x.x	**Implements appropriate academic interventions**	**In addition to Level 3, the assistant principal:** – Implements interventions that have a proven ability to increase student performance – Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance	**The assistant principal:** – Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals – Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress – Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals	**The assistant principal:** – Ensures school-level and classroom-level programs are in place to help most students meet their academic goals – Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress – Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress	**The assistant principal:** – Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress – Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program
2.x.x	**Implements and monitors instructional technology**	**In addition to Level 3, the assistant principal:** – Successfully promotes the use of instructional technology that drives greater levels of student achievement	**The assistant principal:** – Identifies and implements the most effective instructional technology – Develops teachers' ability to utilize instructional technologies to support student learning – Regularly monitors and reports the impact of instructional technology on student learning	**The assistant principal:** – Develops most, but not all, teachers' abilities to implement available instructional technology – Pursues the implementation of cutting edge technology, but does not monitor its impact on student learning	**The assistant principal:** – Fails to provide teachers with the support necessary to integrate technology into lesson and/or unit design

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.x Student Culture, Management, and Support Services					
2.x.x	**Implements effective school policies**	**In addition to Level 3, the assistant principal:** – Institutes operational procedures designed and managed to maximize opportunities for successful student learning	**The assistant principal:** – Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner – Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem – Develops all stakeholders' understanding of school policies and their consequences	**The assistant principal:** – Establishes and implements school policies, processes, and routines, but enforcement is inconsistent – Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance – Develops student and staff understanding of school policies and their consequences	**The assistant principal:** – Inadequately develops stakeholders understanding of school policies and/or consequences – Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school – Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner
2.x.x	**Monitors school culture**	**In addition to Level 3, the assistant principal:** – Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices	**The assistant principal:** – Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge Tracks referral data to evaluate the effectiveness of interventions – Uses the data to engage stakeholders in a process of continuous improvement	**The assistant principal:** – Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement	**The assistant principal:** – Rarely uses data to evaluate effectiveness of interventions
2.x.x	**Enhances a positive school culture**	**In addition to Level 3, the assistant principal:** – Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy	**The assistant principal:** – Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times – Challenges low expectations and holds all persons accountable for observing agreed upon procedures	**The assistant principal:** – Consistently applies positive and negative consequences for behavior – Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior	**The assistant principal:** – Inconsistently implements the student code of conduct – Allows irresponsible student behavior

		– Demonstrates the ability to positively impact student achievement and culture	– Assists teachers with the implementation of effective classroom management plans		

2.x.x	**Provides effective supervision**	**In addition to Level 3, the assistant principal:** – Volunteers to assist at school events and or functions to which he/she is not directly assigned	**The assistant principal:** – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents	**The assistant principal:** – Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students – Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents	**The assistant principal:** – Rarely engages with students, parents, and or community members – Fails to maintain high visibility at supervisory functions
2.x.x	**Supports student services**	**In addition to Level 3, the assistant principal:** – Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services	**The assistant principal:** – Ensures all students have access to educational opportunities/services that meet their learning needs – Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met – Collaborates with service agencies in the community to support student needs that require interventions or additional supports	**The assistant principal:** – Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner – Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met – Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports	**The assistant principal:** – Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) – Fails to ensure the social, emotional, academic, and behavioral needs of each student are met – Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports

DOCUMENT G

Indiana School Counselor Rubric (v.2020)

Printed: Aug 13, 2021 at 12:15pm

Domain 1: Academic Achievement

1.1 The School Counselor Utilizes Data To Monitor Student Achievement And Works Collaboratively With Stakeholders To Enhance Student Success.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. *(1.1.HE)*	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. *(1.1.E)*	The school counselor monitors student achievement but does not utilize the data to enhance student success. *(1.1.IN)*	The school counselor does not monitor academic achievement. *(1.1.I)*

1.2 The School Counselor Demonstrates Knowledge Of Current Trends In Student Development And Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. *(1.2.HE)*	The school counselor regularly engages in professional development. *(1.2.E)*	The school counselor sporadically engages in professional development. *(1.2.IN)*	The school counselor does not engage in professional development. *(1.2.I)*

1.3 The School Counselor Supports All Students In Making Decisions, Setting Goals And Taking Appropriate Action To Achieve Goals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. *(1.3.HE)*	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. *(1.3.E)*	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. *(1.3.IN)*	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. *(1.3.I)*

1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

Highly Effective	Effective	Improvement Necessary	Ineffective

The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. *(1.4.HE)*	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. *(1.4.E)*	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. *(1.4.IN)*	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. *(1.4.I)*

1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

Highly Effective	Effective	Improvement Necessary	Ineffective
Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. *(1.5.HE)*	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. *(1.5.E)*	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. *(1.5.IN)*	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. *(1.5.I)*

1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. *(1.6.HE)*	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. *(1.6.E)*	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. *(1.6.IN)*	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. *(1.6.I)*

Domain 2: Student Assistance Services

2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

Highly Effective	Effective	Improvement Necessary	Ineffective

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. *(2.1.HE)*	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. *(2.1.E)*	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. *(2.1.IN)*	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. *(2.1.I)*

2.2 The School Counselor Facilitates All Students' Understanding Of Safety And Survival Skills And Implements Prevention Programming To Support Students' Healthy Physical, Social, Emotional, And Academic Development Including Stakeholder Collaboration.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders. *(2.2.HE)*	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. *(2.2.E)*	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. *(2.2.IN)*	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. *(2.2.I)*

2.3 The School Counselor Provides Individual Counseling, Group Counseling, Classroom Guidance, Consultation, Crisis Intervention, And Referrals.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. *(2.3.HE)*	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. *(2.3.E)*	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. *(2.3.IN)*	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. *(2.3.I)*

2.4 The School Counselor Provides Services To All Students, Fostering A Clear Understanding Of Diversity, Ethnicity, And Culture.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. *(2.4.HE)*	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. *(2.4.E)*	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. *(2.4.IN)*	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. *(2.4.I)*

Domain 3: Career Development

3.1 The School Counselor Facilitates A Comprehensive Career Program That Is Age Appropriate And Aligned With Local, State, And National Standards.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. *(3.1.HE)*	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. *(3.1.E)*	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. *(3.1.IN)*	The school counselor does not facilitate age-appropriate career development. *(3.1.I)*

3.2 The School Counselor Facilitates All Students' Understanding Of The Relationship Between Academics, Personal Qualities, Education And Training, And The World Of Work.

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(3.2.HE)*	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. *(3.2.E)*	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. *(3.2.IN)*	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. *(3.2.I)*

3.3 The School Counselor Supports All Students In The Application Of Strategies To Achieve Future Success And Satisfaction.

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(3.3.HE)*	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. *(3.3.E)*	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. *(3.3.IN)*	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. *(3.3.I)*

3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(3.4.HE)*	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. *(3.4.E)*	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. *(3.4.IN)*	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. *(3.4.I)*

Domain 4: Professional Leadership

4.1 The School Counselor Establishes Professional Goals And Pursues Opportunities To Grow Professionally.

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(4.1.HE)*	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. *(4.1.E)*	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. *(4.1.IN)*	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. *(4.1.I)*

4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(4.2.HE)*	The school counselor provides consistent and effective leadership in the school counseling program and the school. *(4.2.E)*	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. *(4.2.IN)*	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. *(4.2.I)*

4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

Highly Effective	Effective	Improvement Necessary	Ineffective

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. *(4.3.HE)*	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. *(4.3.E)*	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. *(4.3.IN)*	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. *(4.3.I)*

4.4 The School Counselor Adheres To Ethical Standards Of The Counseling Profession, Respects Student Confidentiality, And Follows The Laws, Policies, And Procedures, Which Govern School Programs.

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(4.4.HE)*	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. *(4.4.E)*	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. *(4.4.IN)*	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. *(4.4.I)*

4.5 The School Counselor Plans, Organizes And Delivers An Effective Comprehensive School Counseling Program (Within The Resources Of The School And Corporation).

Highly Effective	Effective	Improvement Necessary	Ineffective
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. *(4.5.HE)*	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. *(4.5.E)*	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. *(4.5.IN)*	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. *(4.5.I)*

4.6 The School Counselor Provides Systems Support By Effectively Managing The School Counseling Program, As Well As Supporting Other Educational Programs And Student Services.

Highly Effective	Effective	Improvement Necessary	Ineffective

Indiana School Counselor Rubric (v.2020)

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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. *(4.6.HE)*	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. *(4.6.E)*	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. *(4.6.IN)*	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. *(4.6.I)*

DOCUMENT H

ITINERATE TEACHER EFFECTIVENESS RUBRIC
2022-2023

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes**	**As well as meeting all of the effective elements, the school professional:** Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.	**The school professional:** Displays knowledge of evidence-based practices related to the teaching assignment and/or specialty area. Displays knowledge of performance levels of each student and plans for a variety of appropriate approaches to facilitate their learning. Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. Develops plans reflecting an understanding of general education curriculum.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.2	**Utilizes current and appropriate practices and procedures for screening Screening Procedures**	**As well as meeting all of the effective elements, the school professional:** Provides strategies/resources to SLPs/parents for those students who do not qualify -or-	**The school professional:** Administers, scores, analyzes and interprets results of screening protocols accurately. Makes appropriate recommendations with regards to future testing.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

		Develops a tracking system for follow-up screenings for 1 year.	Communicates results to parents, SLPs in a timely manner.		
1.3	**Gathers information for appropriate planning**	**As well as meeting all of the effective elements, the school professional:** Includes all pertinent screening information into the body of evaluation report.	**The school professional:** Gathers and utilizes anecdotal and/or informal assessment data to evaluate or plan Gathers and utilizes formal test data/academic information/RTI data to evaluate/plan Utilizes hearing/vision screening and/or other screening information for evaluation and planning purposes.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
1.4	**Chooses Appropriate Evaluation Instruments**	**As well as meeting all of the effective elements, the school professional:** Utilizes a variety of tools to address cultural and linguistic differences -or- Uses an expanded and flexible battery of instruments for assessing students.	**The school professional:** Uses tools, protocols and strategies that are the most current and evidence-based. Utilizes strategies and tools that are age appropriate and related to the population(s) assessed. Matches academic concerns to selection of tests.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**
1.5	**Uses Appropriate Evaluation Procedures**	**As well as meeting all of the effective elements, the school professional:** Supplements standardized measures with: -classroom observations	**The school professional:** Faithfully administers tests accurately and according to the directions outlined by the test.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

		-curriculum based activities -other educationally relevant measures that are aligned with academic standards.	Scores data from standardized assessment and other sources accurately. Appropriately analyzes and interprets information from standardized assessment and other measures.		
1.6	**Interprets Results and Makes an appropriate placement recommendation**	**As well as meeting all of the effective elements, the school professional:** Provides information to classroom SLPs and includes the potential impact on classroom learning.	**The school professional:** Integrates all results from the evaluation process and develops clear diagnostic impressions. Collaborates with members of the Case Conference Committee to: - synthesize evaluation information -determine the presence and severity of a disability -eligibility for speech and language services Clearly communicates results using understandable terminology to all case conference participants.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**
1.7	**Plans Lessons/Therapy Sessions appropriately**	**As well as meeting all of the effective elements, the school professional's:** Lesson/therapy plans are valuable and relevant, but also clearly articulates how lesson/therapy objectives establish high expectations,	**The school professional's:** Lesson/therapy objectives are valuable and relevant and represent an appropriate level of expectations and student understanding.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

		and relate to Indiana Standards. Lesson/therapy planning clearly has demonstrated gradual progression from basic skills to more complex skills.	Lesson/therapy objectives are clear and permit viable methods of assessment. Lesson/therapy objectives are suitable for diverse learner(s). Lesson/therapy objectives take into account the varying learning needs of individual students.		

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.8	**Prepares Coherent Instruction/Therapy Sessions**	**As well as meeting all of the effective elements, the school professional's:** Learning activities are suitable to students and their IEP goals. Progression of activities in the instructional/therapy session follow an organized and systematic pattern. Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials. Instruction/Therapy session establishes and maintains thorough planning of learning activities, interactions, and the classroom environment promotes high expectations	**The school professional's:** Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation. Instruction/Therapy session has a clearly defined structure that activities are organized around. Time allocations are reasonable. Goals, activities, interactions, and the classroom environment convey high expectations for student achievement.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

		for the learning of all students.			

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.9	**Assesses Student Learning for planning**	**As well as meeting all of the effective elements, the school professional's:** Proposed approach to the assessment is congruent with the Instruction/Therapy objectives, both in content and process. Assessment criteria and expectations are clear and have been clearly communicated to students. Students are aware of how they are meeting the established goal and expectations and an opportunity exists for students to participate in planning the next steps.	**The school professional's:** Instruction/Therapy objectives are assessed through the proposed plan. Assessment criteria and expectations are clear and have been clearly communicated to students. Assessment results are used to plan for individuals and groups of students.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Communicates Clearly and Accurately**	**As well as meeting all of the effective elements, the school professional's:** Directions and procedures are clear to students and anticipate possible student misunderstanding. Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson/therapy. Questions are of uniformly high quality, with adequate time for students to respond. Classroom interaction provides for meaningful discussion. Communication strategies successfully engage all students in the discussion at appropriate levels.	**The school professional's:** Directions and procedures are clear to students Spoken and written language is clear and correct. Vocabulary and/or Visual information is appropriate to student's age and abilities. Questions elicit appropriate responses and adequate time is generally allowed for students to respond. Communication strategies provide opportunities for all students to engage in meaningful discussion.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.2	**Demonstrates Knowledge of Specialty Area**	**As well as meeting all of the effective elements, the school professional:** Displays extensive content knowledge with evidence of continuing pursuit of enhanced knowledge. Displays continuing search for evidence-based practice related to the teaching of Indiana standards or foundations.	**The school professional:** Displays solid knowledge in their area of specialty (Braille, Sign Language, Various Therapies, Early Childhood, etc.) and makes connections between the content/skill and other parts of the discipline, or other disciplines. Displays knowledge of evidence-based practice related to the teaching of Indiana standards or foundations. Demonstrates a variety of evidence-based teaching strategies. Demonstrates an understanding of individual needs and proficiency in content knowledge.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.3	**Establishes a Culture for Learning**	**As well as meeting all of the effective elements, the school professional:** Conveys general enthusiasm for the subject that indicates the content's importance. Through planning and delivering learning activities, establishes and maintains an environment that promotes high quality student outcomes.	**The school professional's:** Attitude conveys genuine enthusiasm for the subject. Goals, activities, interactions, and the classroom environment convey high expectations for student achievement. Interactions with students create an environment conducive to improving student outcomes.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
2.4	**Possesses Knowledge of Resources that assist with student learning**	**As well as meeting all of the effective elements, the school professional:** Actively seeks other materials/resources to enhance Instruction/Therapy. Applies various combinations of resources effectively for individual students.	**The school professional:** Is aware of resources available through the school, district, and cooperative. Is aware of resources for students and uses them to help students gain access to the curriculum. In addition to being aware of school, district and co-op resources, is aware of resources available through the community.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.5	**Manages Student Behavior**	**As well as meeting all of the effective elements, the school professional's:** Standards of conduct are clear and consistent and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and live up to the standards most of the time. Monitoring is subtle and proactive. Data is collected on regular basis and interventions are adjusted as necessary.	**The school professional:** Provides standards of conduct that are clear and consistent, and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and standards. Is alert to student behavior at all times. Appropriate data is collected on a regular basis. Responds consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
2.6	**Manages Physical Space**	**As well as meeting all of the effective elements, the school professional:** Promotes a safe classroom. The furniture arrangement is a resource for learning activities and is monitored and adjusted based on changes in learning needs. Students use physical resources optimally, and all learning is equally accessible to all students.	**The school professional:** Promotes a safe and accessible classroom. The furniture arrangement facilitates learning activities. Uses physical resources skillfully. Learning is accessible to all students (i.e. Slant Boards, FM Trainers, Standers, Equipment, etc.)	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.7	**Engages Students in Learning**	**As well as meeting all of the effective elements, the school professional's:** Students are cognitively engaged in the activities and assignments in their exploration of content according to skill level. Instruction/Therapy groups are productive and fully appropriate to the goals of the lesson/therapy. Instruction/Therapy materials and resources are suitable to the goals and usually engage students mentally. Instruction/Therapy's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the Instruction/Therapy is appropriate for all students.	**The school professional's:** Content is appropriate and links well with student's knowledge, experience, cognitive and developmental levels. Instruction/Therapy sessions are productive with students actively engaged. Instruction/Therapy materials, assistive technology and other resources are suitable to the goals. The Instruction/Therapy has a clearly defined structure around which the activities are organized and pacing of the lesson/therapy is consistent with student abilities. Procedure is to frequently check for understanding and receives meaningful feedback from students.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.8	**Exhibits Flexibility and Responsiveness**	**As well as meeting all of the effective elements, the school professional:** Successfully makes an adjustment to a lesson/therapy session, and the adjustment clearly improves the direction of the lesson/therapy session. Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment. Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school. Makes a thoughtful and accurate assessment of a lesson/therapy session's effectiveness and the extent to which it achieved its goals citing specific alternative actions or ideas to build future lessons/therapies.	**The school professional:** Makes necessary adjustments to lesson/therapy sessions based on student feedback and the adjustment occurs smoothly. Successfully accommodates relevant student questions or interests. Using a moderate repertoire of strategies, persists in seeking approaches for students who have difficulty learning. Makes an accurate assessment of a lesson/therapy session's effectiveness and the extent to which it achieved its goals.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Maintains Accurate Records**	**As well as meeting all of the effective elements, the school professional:** Provides service logs that are accurate and updated daily. Documents both Instruction/Therapy and Non-Instruction/Therapy information daily.	**The school professional:** Maintains accurate information logs regarding service provision and student progress. Maintains accurate records on Non-Instruction/Therapy information, including parent contacts. Maintains caseload records and other information provided to schools and coop that are accurate and submitted in a timely manner.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
3.2	**Provides appropriate Supervision of Others** **(May not be applicable to all staff evaluated through this rubric)**	**As well as meeting all of the effective elements, the school professional:** Frequently evaluates the workload of the paraprofessional, behavior coach or assistant and initiates reassignment as indicated. Is creative and flexible in scheduling workloads for paraprofessionals, behavior coaches and/or assistants.	**The school professional's:** Expectations are clear and the paraprofessionals, behavior coaches or assistants are assigned for maximum productivity. Paraprofessionals, behavior coaches or assistants are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.3	**Communicates with Families**	**As well as meeting all of the effective elements, the school professional:** Provides frequent and quality information to parents as appropriate about the Instruction/Therapy program. Provides student's materials/examples to their families. Attempts frequent efforts to engage families in the Instruction/Therapy program are made. Seeks new strategies for engagement with student's family.	**The school professional:** Communicates with parents about student's progress on a regular basis and establishes designated time to respond to parent concerns. Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Documents attempts to engage families in the Instruction/Therapy program.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
3.4	**Contributes to the School, District and/or Co-op**	**As well as meeting all of the effective elements, the school professional:** Takes initiative and provides leadership in promoting a productive and collegial climate. Volunteers to participate in school and SSJCSS committees and/or projects, making a significant contribution by assuming a leadership role.	**The school professional:** Displays support and cooperation characterize relationships with colleagues. Upholds all of the policies and procedures of the assigned school and SSJCSS. Volunteers to participate in school or SSJCSS committees/projects, and actively participates. Interpersonal conduct with colleagues and supervisors is cordial, collaborative and respectful.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.5	**Communicates Professionally**	**As well as meeting all of the effective elements, the school professional:** Responds to communication and the processing of information within 24 hours on a routine basis. Presents communication that is handled with professionalism and sensitivity.	**The school professional's:** Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. Responses to inquiries or requests are handled in a timely manner, usually within 48-hours. Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming. Communication is clearly written and grammatically correct.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
3.6	**Seeks professional growth and learning opportunities to advance own knowledge and skill**	**As well as meeting all of the effective elements, the school professional:** Seeks out opportunities for professional development and applies new knowledge to students. Earns additional hours and advanced degrees. Initiates and leads important activities to contribute and enhance professional growth of others. Volunteers to mentor or coach others providing meaningful guidance.	**The school professional:** Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Takes responsibility to obtain professional growth needed to maintain licensure. Informally or indirectly assists colleagues in addressing professional growth needs identified by supervisor.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.7	**Completes all Case Conference Set Up Responsibilities appropriately I**	**As well as meeting all of the effective elements, the school professional:** Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.	**The school professional's:** Students and/or Case Conference notices are entered appropriately into the IIEP system prior to conference. Case Conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. Case Conferences are set up prior to the expiration date of IEP.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
3.8	**Meaningfully Participates in case conferences**	**As well as meeting all of the effective elements, the school professional:** Takes the lead when necessary to keep case conference on track. Defuses contentious situations during the case conference. As chair, runs the meeting efficiently while allowing opportunity for all to participate.	**The school professional:** Brings all appropriate records and documents to case conference. Meaningfully, understandably and efficiently participates in the case conference. Facilitates parent participation. Assists with completing the IIEP as needed. When chairing Case Conference, follows agenda and all appropriate procedures; signatures collected as needed.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.9	**Develops IEPS based on individual student needs and are completed using appropriate procedures**	**As well as meeting all of the effective elements, the school professional:** Volunteers to train and assist others in the use of the IIEP system. Volunteers to review and evaluate IIEPs. Provides IEPs that stand up during due process scrutiny.	**The school professional's:** Goals are measurable and clearly written and based on present levels of performance. Services are aligned with goals. IIEPs recommend appropriate accommodations and their use is clearly defined. Notes clearly and succinctly capture relevant discussions. Components of the IIEP are accurately completed and the document meets the "stranger" test.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
3.10	**Carries out all Due Process Responsibilities** **(May not be applicable to all staff evaluated through this rubric)**	**As well as meeting all of the effective elements, the school professional's:** Documents and Testimony clearly support the school's position if warranted.	**The school professional's:** Documents required for due process are submitted to Supervisor within required time frame. Documents submitted for due process contain appropriate information. Testimony is factual, clear and without bias.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

Indicator		Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .2 deduction from total score.
4.1	**Attendance**	School Professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.	
4.2	**On-Time Arrival**	School Professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.	School Professional has demonstrated a pattern of unexcused late arrivals or early departures.	
4.3	**Policies and Procedures**	School Professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	School Professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	
4.4	**Respect**	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
4.5	**Ethical**	School Professional performs the function of the job in an ethical manner and maintains confidentiality at all times.	School Professional has demonstrated a pattern of performing the function of the job in an ethical manner or breaking confidentiality requirements.	

DOCUMENT I

SCHOOL ATTENDANCE OFFICER EFFECTIVENESS RUBRIC
2022-2023

DOMAIN 1: EFFECTIVE COMMUNICATION

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Communicates Clearly and Accurately with School**	**As well as meeting all of the effective elements, the school professional's:** Directions and procedures are clear to students and anticipate possible student misunderstanding. Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson/therapy. Questions are of uniformly high quality, with adequate time for students to respond. Classroom interaction provides for meaningful discussion. Communication strategies successfully engage all students in the discussion at appropriate levels.	**The school professional's:** Directions and procedures are clear to students Spoken and written language is clear and correct. Vocabulary and/or Visual information is appropriate to student's age and abilities. Questions elicit appropriate responses and adequate time is generally allowed for students to respond. Communication strategies provide opportunities for all students to engage in meaningful discussion.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**
1.2	**Communicates with Families**	**As well as meeting all of the effective elements, the school professional:** Provides frequent and quality information to parents as appropriate	**The school professional:** Communicates with parents about student's progress on a regular basis and establishes designated time to respond to parent concerns.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

		about the Instruction/Therapy program. Provides student's materials/examples to their families. Attempts frequent efforts to engage families in the Instruction/Therapy program are made. Seeks new strategies for engagement with student's family.	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. Documents attempts to engage families in the Instruction/Therapy program.		

DOMAIN 2: PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Maintains Accurate Student Logs**				
Competencies		**Highly Effective (4)**	**Effective (3)**	**Needs Improvement (2)**	**Ineffective (1)**
2.2	**Understands School Attendance Laws**	**As well as meeting all of the effective elements, the school professional:** Maintains an awareness of current laws and any subsequent changes to ensure their proper implementation. Pursues opportunities for additional learning through attending conferences and seminars. Actively seeks new strategies to stay current in respective field.	**The school professional:** Remains aware of current school attendance laws. Attends conferences and seminars, as able.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.3	**Possesses Knowledge of Resources**	**As well as meeting all of the effective elements, the school professional:** Actively seeks other materials/resources to enhance Instruction/Therapy. Applies various combinations of resources effectively for individual students.	**The school professional:** Is aware of resources available through the school, district, and cooperative. Is aware of resources for students and uses them to help students gain access to the curriculum. In addition to being aware of school, district and co-op resources, is aware of resources available through the community.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.4	**Manages Student Behavior**	**As well as meeting all of the effective elements, the school professional's:** Standards of conduct are clear and consistent and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and live up to the standards most of the time. Monitoring is subtle and proactive. Data is collected on regular basis and interventions are adjusted as necessary.	**The school professional:** Provides standards of conduct that are clear and consistent, and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and standards. Is alert to student behavior at all times. Appropriate data is collected on a regular basis. Responds consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)

2.5	**Exhibits Flexibility and Responsiveness**	**As well as meeting all of the effective elements, the school professional:** Successfully makes an adjustment to a lesson/therapy session, and the adjustment clearly improves the direction of the lesson/therapy session. Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment. Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school. Makes a thoughtful and accurate assessment of a lesson/therapy session's effectiveness and the extent to which it achieved its goals citing specific alternative actions or ideas to build future lessons/therapies.	**The school professional:** Makes necessary adjustments to lesson/therapy sessions based on student feedback and the adjustment occurs smoothly. Successfully accommodates relevant student questions or interests. Using a moderate repertoire of strategies, persists in seeking approaches for students who have difficulty learning. Makes an accurate assessment of a lesson/therapy session's effectiveness and the extent to which it achieved its goals.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**
2.6	**Carries out all Due Process Responsibilities** **(May not be applicable to all staff evaluated through this rubric)**	**As well as meeting all of the effective elements, the school professional's:** Documents and Testimony clearly support the school's position if warranted.	**The school professional's:** Documents required for due process are submitted to Supervisor within required time frame. Documents submitted for due process contain appropriate information. Testimony is factual, clear and without bias.	**The school professional meets most, but not all of the effective elements.**	**The school professional meets few or none of the effective elements.**

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DOMAIN 3: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

Indicator		Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .2 deduction from total score.
3.1	**Attendance**	School Professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.	
3.2	**On-Time Arrival**	School Professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.	School Professional has demonstrated a pattern of unexcused late arrivals or early departures.	
3.3	**Policies and Procedures**	School Professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	School Professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	
3.4	**Respect**	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
3.5	**Ethical**	School Professional performs the function of the job in an ethical manner and maintains confidentiality at all times.	School Professional has demonstrated a pattern of performing the function of the job in an ethical manner or breaking confidentiality requirements.	

DOCUMENT J

Warsaw Speech Language Pathologists RUBRIC

Domain 1: Purposeful Planning Speech Language Pathologists 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 (Planning for initial or reevaluation of students)	The SLP collects and utilizes school-wide assessment data with a test battery and data collection system unique to the individual student. -Consistently and effectively using an appropriate research based cross battery of assessments that are specific to the needs of the individual child -Is an integral part of the referral group or team and assists with collecting data with school wide bench marking-curriculum, etc.	The SLP varies the test battery and data collection methods to address the needs of the referred student. -Consistently uses appropriate battery that will complete a comprehensive assessment, varying tests as needed. -Participates in the referral group or team and may participate in collecting data with school wide bench marking-curriculum, etc.	The SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student. -Inconsistently uses appropriate battery to complete a comprehensive assessment -Does not participate consistently in the referral group or team, and does not participate in collecting data with school wide bench marking-curriculum, etc.	The SLP uses the same test battery and the same data collection methods for all types of referred students. -The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question -Does not utilize referral group or team or have an awareness of school based information, available data
1.2 Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of the student)	At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally: -Plans ambitious, but achievable annuals goals that support classroom curriculum and enhance classroom performance.	SLP develops annual student goals that are: -Measurable, -Aligned to developmental/state standards and -Identified student needs based on assessment data	SLP develops annual student goals that are: -Measurable But may not align to: -Developmental/State standards, -Identified student needs based on assessment data	SLP rarely or never develops annual goals for students OR goals are developed, but are extremely general and not helpful for planning purposes

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1.3 Develop Standards-based Unit Plans and Assessments (Develop short term objectives based on assessment battery)	At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally: -Plans ambitious, but achievable objectives that support classroom curriculum and enhance classroom performance.	SLP develops objectives that are: -Measurable -Aligned to developmental/state standards, AND -Identified student needs based on assessment data	SLP develops student objectives that are: -measurable But may not align to: -Developmental/state standards -Identified student needs based on assessment data - annual goal	SLP rarely or never develops objectives for students OR goals are developed, but are extremely general and not helpful for planning purposes
1.4 Create Objective Driven Lesson Plans and Assessments	At level 4, an SLP fulfills the criteria for Level 3 and additionally: -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.	Based on student goals, SLP plans daily lessons by: -Identifying lesson objectives that are aligned to IEP annual goals. -Matching instructional strategies and activities/assignments to the lesson objectives. -Designing formative assessments that measure progress towards mastery and inform instruction.	Based on student goals and objectives, the SLP plans daily lessons by: -Identifying lesson objectives that are aligned to IEP annual goals. -Matching instructional strategies and activities/assignments to the lesson objectives. SLP *may* not: -Design assignments that are meaningful or relevant. -Plan formative assessments to measure progress towards mastery or inform instruction.	SLP rarely or never plans daily lesson plans OR daily lessons lack meaningful objectives, instructional strategies, or assignments.
1.5 Track Student Data and Analyze Progress (Daily log/data collection/progress monitoring)	At level 4, a SLP fulfills the criteria for Level 3 and additionally: -Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following session. - Periodically checks for generalization of speech and language skills/goals	SLP uses an effective data tracking system for: -Recording student assessment/progress data. - Analyzing student progress towards mastery and planning future lessons/objectives accordingly - Maintaining a system of reporting progress that is aligned to student learning goals.	SLP uses an effective data tracking system for: -Recording student assessment/progress data. SLP *may* not: -Use data to analyze student progress towards mastery or to plan future lessons/units. -Have system of reporting progress that aligns to student learning goals.	SLP rarely or never uses a data tracking system to record student assessment/progress data.

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Domain 2: Effective Instruction

Speech Pathologists 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.

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

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

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.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Engage students in academic content (students engaged during speech/lang. sessions)	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -SLP provides ways to engage with content that significantly promotes student mastery of the objective. -SLP provides differentiated ways of engaging with content specific to individual student needs. -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. -SLP effectively integrates technology as a tool to engage students in academic content.	-Students are actively engaged in content at all times and not off-task. -SLP provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. -SLP sustains the attention of the class by maintaining a dynamic presence. -Ways of engaging with content reflect different learning modalities or intelligences. -SLP adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. -ELL and IEP students have the appropriate accommodations to be engaged in content. -Students work hard and are deeply active rather than passive/receptive. (See Notes	- Fewer than ¾ of the students are engaged in content and many are off-task. -SLP may provide multiple ways of engaging students, but perhaps no aligned to lesson objective or mastery of content. -SLP may miss opportunities to provide ways of differentiating content for student engagement. -Some students may not have the prerequisite skills necessary to fully engage in content and SLP's attempt to modify instruction for these students is limited or not always effective. -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.	-Fewer than ½ of the students are engaged in content and many are off-task. -SLP may only provide one way of engaging with content OR SLP may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. -SLP does not differentiate instruction to target different learning modalities. -Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust instruction for these students. -Students are not provided with the necessary accommodations (behavior, etc.) to engage in content.

		below for specific evidence of engagement.)		

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. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4 Check for understanding	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -SLP 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). -SLP uses open-ended questions to surface common misunderstanding and assess student mastery of material at a range of both lower and higher-order thinking. -SLP notes student self- corrections. -SLP checks for use of skills in the classroom.	-SLP checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate 'pulse' of the class's understanding. -SLP gains enough information during checks for understanding to modify the lesson and respond accordingly. -SLP uses a variety of methods to check for understanding. -SLP uses wait time effectively both after posing a question and before helping students think through a response. -SLP doesn't allow students to 'opt-out' of checks for understanding and cycles back to these students. -SLP 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).	-SLP sometimes checks for understanding of content, but misses several key moments. -SLP mostly gets an accurate 'pulse' of the class's understanding, but may not gain enough information to modify the lesson accordingly. -SLP may not use a variety of methods to check for understanding, when doing so would be helpful. -SLP 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. -SLP sometimes allows students to 'opt-out' of checks for understanding without cycling back to these students. -SLP may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.	-SLP rarely or never checks for understanding of content, or misses nearly all key moments. -SLP rarely or never gets an accurate 'pulse' of the class's understanding from checks and therefore cannot gain enough information to modify the lesson. -SLP 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. -SLP frequently allows students to 'opt-out' of checks for understanding and does not cycle back to these students. -SLP rarely or never assesses for mastery at the end of the lesson.

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
   -Checks for understanding: thumbs up/down, cold calling

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-Do nows, turn and talk/pair share, guided or independent practice, exit slips.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5 Modify instruction as needed	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -SLP anticipates student misunderstandings and preemptively addresses them. -SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.	-SLP makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students. -SLP differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs. -SLP responds to misunderstandings with effective scaffolding techniques. -SLP doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.	-SLP 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. -SLP may primarily respond to misunderstandings by using SLP-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective. -SLP may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding.	-SLP only gives answers instead of having student work through the problem. -SLP does not use a variety of prompts/instructional tools.

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.

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

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.7 Maximize Instructional Time	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP. -Students are always engaged in meaningful work while waiting for the SLP (for example, during attendance). -Students share responsibility for operations and routines and work well together to accomplish these tasks. -All students are on-task and follow instructions of SLP without much prompting. - Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson.	-Students arrive on-time and are aware of the consequences of arriving late (unexcused). -Class starts on-time. -Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP. -Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance). -SLP delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective. -Almost all students are on-task and follow instructions of SLP without much prompting. -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.	-Some students consistently arrive late (unexcused) for class without consequences. -Class may consistently start a few minutes late. -Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed. -There is more than a brief period of time when students are left without meaningful work to keep them engaged. -SLP may delegate lesson time inappropriately between parts of the lesson. -Significant prompting from the SLP is necessary for students to follow instructions and remain on-task. -Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and SLP may have to stop the lesson frequently to address the problem.	-Students may frequently arrive late (unexcused) for class without consequences. -SLP may frequently start class late. -There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the SLP at all times. -There are significant periods of time in which students are not engaged in meaningful work. -Even with significant prompting, students frequently do not follow directions and are off-task. Disruptive behaviors and off-task conversations are common and frequently cause the SLP to have to make adjustments to the lesson. -Classroom management is generally poor and wastes instructional time.

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.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.8 Create Classroom culture of respect and collaboration (as applied to 'speech room')	*For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:* -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. -Students reinforce positive character and behavior and discourage negative behavior amongst themselves.	-Students are respectful of their teacher and peers. -Students are given opportunities to collaborate and support each other in the learning process. -SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. -SLP has a good rapport with students, and shows genuine interest in their thoughts and opinions.	-Students are generally respectful of their SLP and peers, but may occasionally act out or need to be reminded of classroom norms. -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together. -SLP may praise positive behavior OR enforce consequences for negative behavior, but not both. -SLP may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.	-Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior. -Students are not given many opportunities to collaborate OR during these times do not work well together even with SLP intervention. -SLP rarely or never praises positive behavior. -SLP rarely or never addresses negative behavior.

Notes:

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

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

Notes:
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—Speech Pathologists develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to school culture (school and/or department)	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** -Seek out leadership roles. -Go above and beyond in dedicating time for students and peers outside of class.	**SLP *will*:** -Contribute occasional ideas and expertise to further the school's mission and initiatives. -Dedicate time efficiently, when needed, to helping students and peers outside of class.	**SLP *will*:** -Contribute occasional ideas and expertise to further the school's mission and initiatives. **SLP *may* not:** -Frequently dedicates time to help students and peers efficiently outside of class.	SLP rarely or never contributes ideas aimed at improving school efforts. SLP dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers (Gen. Ed., Sp. Ed., Psych, Nurse, Counselors, Principals, EL teachers)	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** -Go above and beyond in seeking out opportunities to collaborate. -Coach peers through difficult situations. -Take on leadership roles within collaborative groups such as Professional Learning Communities.	**SLP *will*:** -Seek out and participate in regular opportunities to work with and learn from others. -Ask for assistance, when needed, and provide assistance to others in need.	**SLP *will*:** -Participate in occasional opportunities to work with and learn from others. -Ask for assistance when needed. **SLP *may* not:** -Seek to provide other teachers with assistance when needed OR -Regularly seek out opportunities to work with others.	SLP rarely of never participates in opportunities to work with others. SLP works in isolation and is not a team player.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3 Seek Professional skills and knowledge (Professional development)	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** -Regularly share newly learned knowledge and practices with others. -See out opportunities to lead professional development sessions.	**SLP *will*:** -Actively pursue opportunities to improve knowledge and practice. -Seek out ways to implement new practices into instruction, where applicable. -Welcome constructive feedback to improve practices.	**SLP *will*:** -Attend all mandatory professional development opportunities. **SLP *may* not:** -Actively pursue optional professional development opportunities. -Seek out ways to implement new practices into instruction. -Accept constructive feedback well.	SLP rarely or never attends professional development opportunities. SLP shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
3.4 Advocate for Student Success	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** -Display commitment to the education of all the students in the school. -Make changes and take risks to ensure student success.	**SLP *will*:** -Display commitment to the education of all his/her students. -Attempt to remedy obstacles around student achievement. -Advocate for students' individualized needs.	**SLP *will*:** -Display commitment to the education of all his/her students. **SLP *may* not:** -Advocate for students' needs.	SLP rarely or never displays commitment to the education of his/her students. SLP accepts failure as par for the course and does not advocate for students' needs.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.5 Engage Families in Student Learning	**At Level 4, an SLP fulfills the criteria for Level 3 and additionally may:** -Strives to form relationship in which parents are given ample opportunity to participate in student learning. -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	**SLP *will*:** -Proactively reach out to parents in a variety of ways to engage them in student learning. -Respond promptly to contact from parents. -Engage in all forms of parent outreach required by the school.	**SLP *will:*** -Respond to contact from parents. -Engage in all forms of parent outreach required by the school. **SLP *may* not:** -Proactively reach out to parents to engage them in student learning.	SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

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Domain 4 Professionalism Rubric—These indicators illustrate the minimum competencies expected in any profession.

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

SPECIAL EDUCATION CONSULTANT EFFECTIVENESS RUBRIC 2022-2023

DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.1	**Uses current and comprehensive knowledge base for planning support for students**	**As well as meeting all of the effective elements, the Special Education Consultant:** Is able to integrate multiple sources of fundamental Knowledge in planning.	**The Special Education Consultant:** Is able to clearly articulate, utilize and incorporate a broad knowledge base when planning consultation services.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
1.2	**Collects Student Data for appropriate planning**	**As well as meeting all of the effective elements, the Special Education Consultant:** Utilizes innovative ways to enhance the collection of data. Effectively coaches peers and local staff in collection staff in collection methods and use.	**The Special Education Consultant:** Selects appropriate methods of data collection based on type of information sought. Some examples includes: ▪ Direct observation ▪ Interview ▪ Survey ▪ Systematic (frequency, duration, intensity) ▪ Discipline/incident records	**The Special Education Consultant meets most but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
1.3	**Organizes, Analyzes and Presents Data**	**As well as meeting all of the effective elements, the Special Education Consultant :** Utilizes innovative methods/tools to organize, analyze and present data.	**The Special Education Consultant:** Selects appropriate method of data collection based on type of information sought. Some examples include: ▪ Collect data ▪ Summarize data ▪ Graph data ▪ Share data ▪ Plan/modify interventions ▪ Supervises and manages data collection staff	**The Special Education Consultant meets most, But not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
1.4	**Creates Cultures of Respect and Collaboration**	**As well as meeting all of the effective elements, the Special Education Consultant:** Creates collaborations with community agencies and peer professionals to enhance student success. Facilitates collaborations between local school staff and alternative placement staff for better student outcomes and transitions back to school.	**The Special Education Consultant:** Collaborates with teachers to develop strategies that work effectively within the framework of the classroom. Shares data and provides opportunities for feedback from teachers/staff on effectiveness of interventions and listens openly to suggestions. Maintains positive working relationships even when teachers are resistant to plan implantation or changes.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

DOMAIN 2: EFFECTIVE INSTRUCTIVE, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.1	**Provides consultative services that promote positive student outcomes**	**As well as meeting all of the effective elements, the Special Education Consultant:** Provides mentoring and coaching to colleagues regarding consultative strategies and skills. Demonstrates willingness to provide consultative services beyond assigned responsibilities and catchment area.	**The Special Education Consultant:** Is responsive to stakeholders' needs and purpose of request. Draws upon knowledge of available resources (i.e. community, school based, WCS, current research) to address concerns and make recommendations. Conducts consultations with sensitivity to the knowledge/skill level and cultural differences of participants. Consultative services are conducted with clarity, accuracy, and confidentiality.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

DOCUMENT K

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.2	**Utilizes information about student background and cultural diversity**	**As well as meeting all of the effective elements, the Special Education Consultant:** Assist with the development and/or delivery of staff professional development on student diversity. Provides mentoring and coaching to colleagues regarding issues of diversity and student learning. Applies knowledge in innovative	**The Special Education Consultant:** Demonstrates understanding of diversity factors when recommending strategies, interventions, and/or appropriate programming. Possesses knowledge and skills that meet the expectations of the role and schools populations.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
2.3	**Oversees the implementation of comprehensive assessments and interventions to improve students outcome**	**As well as meeting all of the effective elements, the special Education Consultant:** Assist with the development and/or delivery of District or school wide Professional Development on effective assessments and interventions (example may be assisting districts in implanting PBIS). Is perceived as a leader and a valuable resource to the school.	**The Special Education Consultant:** Oversees the implementation of assessments (FBA, Functional Literacy, O&M, etc.) and interventions that: ▪ Are based in current data ▪ Include appropriate monitoring or current data ▪ Maintain congruence between needs/goals and progress ▪ Are sensitive to ease of implementation to promote fidelity	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

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Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.4	**Contributes to School-Wide Curricular and Instructional Practices**	**As well as meeting all of the effective elements, the Special Education Consultant:** Assists with the development and/or delivery of staff professional development to support school-wide practices. Conducts or assists with parent education sessions or training.	**The Special Education Consultant:** Contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the school(s). Provides guidance on systems that support the school curricular and instructional practices.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
2.5	**Contributes to Crisis Response and Intervention Practices**	**As well as meeting all of the effective elements, the Special Education Consultant:** Assists with the development and/or delivery of staff professional development on crisis response and intervention. Collaborates with community agencies to provide coordinated response and services to crisis situations.	**The Special Education Consultant:** Contributes to the crisis response and intervention practices in a manner that meets the expectation of the school(s). Provides information and/or assists in the development of crisis response and intervention plans. Offers assistance and participates in school-wide crisis response and intervention training and services as requested	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.1	**Seeks professional growth and learning opportunities to advance own knowledge and skill**	**As well as meeting all of the effective elements, the Special Education Consultant:** Reflects critically on own skills and identifies professional learning needs. Shares newly learned knowledge and practices with colleagues and school staff. Seeks opportunities to provide professional learning sessions for colleagues and school staff.	**The Special Education Consultant:** Responds constructively to feedback utilizing it to identify areas for professional growth. Initiates attendance at professional learning events Stays abreast of evidence based practice and current research. Consistently applies new knowledge and skills to improve student outcomes	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
3.2	**Contributes to School and/or Profession**	**As well as meeting all of the effective elements, the Special Education Consultant:** Actively participate in professional organization activities. Assumes leadership positions in professional organizations, school or co-op. Mentors intern and practicum students when opportunity exists.	**The Special Education Consultant:** Serves on committees, teams, and/or task forces, etc. that contribute to the overall functioning of the school, district, co-op and/or profession. Maintains membership in professional organizations and participates in sponsored activities.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements**

DOCUMENT K

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.3	**Advocates for Student Success**	**As well as meeting all of the effective elements, the Special Education Consultant:** Seeks system level changes that will benefit all students and families.	**The Special Education Consultant:** Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed. Advocates in a respectful and effective manner.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
3.4	**Supervises assigned staff appropriately**	**As well as meeting all of the effective elements, the Special Education Consultant:** Provides professional learning opportunities and/or coordinates staff development for supervised staff.	**The Special Education Consultant:** Provides meaningful direction to supervised staff (including the sharing of IIEPs and other pertinent evaluations and plans) before beginning new assignment. Encourages creative application of strategies to optimize student success. Monitors student progress and provides supervised staff with regular feedback, mentoring, and learning opportunities. Sets clearly communicated guidelines and expectations for service delivery. Monitors the timely completion and submission of all required documentation. Manages assignments and reassignments to maximize	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

			service provisions to students.		

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.5	**Communicates professionally**	**As well as meeting all of the effective elements, the Special Education Consultant:** Responds to communication and the processing of information occurs within 24 hours on a routine basis. Provides communication that is handled with professionalism and sensitivity.	**The Special Education Consultant's:** Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. Responses to inquiries or requests are handled in a timely manner, usually within 48 hours. Communication ensures all appropriate personnel are properly informed about changes in students, staff or programming. Communication is clearly written and grammatically correct.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
3.6	**Engages Families in Student Learning**	**As well as meeting all of the effective elements, the Special Education Consultant:** Strives to form relationships in which parents are given ample opportunity to participate in student learning. Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	**The Special Education Consultant:** Proactively reaches out to parents in a variety of ways to engage them in student learning. Responds promptly to contact from parents. Engages in all reasonable forms of parent outreach required by the school.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

DOCUMENT K

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.7	**Meaningfully participates in case conferences**	**As well as meeting all of the effective elements, the Special Education Consultant:** Takes the lead when necessary to keep case conference on track. Defuses contentious situations during the case conference. As chair, runs the meeting efficiently while allowing opportunity for all to participate.	**The Special Education Consultant:** Brings all appropriate records and documents to case conference. Meaningfully, understandably and efficiently participates in the case conference. Facilitates parent participation. Assists with completing the IIEP as needed. When chairing Case Conferences, follows agenda and all appropriate procedures; signatures collected as needed.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**
3.8	**Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)**	**As well as meeting all of the effective elements, the Special Education Consultant:** Documents and Testimony clearly support the school's position if warranted.	**The Special Education Consultant's:** Documents required for due process are submitted to Supervisor within required time frame Documents submitted for due process contain appropriate information. Testimony is factual, clear and without bias.	**The Special Education Consultant meets most, but not all of the effective elements.**	**The Special Education Consultant meets few or none of the effective elements.**

DOMAIN 4: CORE PROFESSIONALISM – These indicators illustrate the minimum competencies expected in any profession.

Indicator		Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .2 deduction from total score.
4.1	**Attendance**	Special Education Consultant has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement.	Special Education Consultant has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.	
4.2	**On-Time Arrival**	Special Education Consultant has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.	Special Education Consultant has demonstrated a pattern of unexcused late arrivals or early departures.	
4.3	**Policies and Procedures**	Special Education Consultant follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	Special Education Consultant has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).	
4.4	**Respect**	Special Education Consultant interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	Special Education Consultant has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	

DOCUMENT K

4.5	**Ethical**	Special Education Consultant performs the function of the job in an ethical manner and maintains confidentiality at all times.	Special Education Consultant has demonstrated a pattern of performing the function of the job in an unethical manner and/or breaks confidentiality requirements	

WARSAW COMMUNITY SCHOOLS

INTENSIVE ASSISTANCE PLAN

2022-2023

Inspiring • Equipping • Applying • Dreaming • Enriching

DOCUMENT M

Last Revised April 2015

WARSAW COMMUNITY SCHOOLS

Our mission is to inspire and equip all students to continuously acquire and apply knowledge and skills while pursuing their dreams and enriching the lives of others.

Intensive Assistance Plan

The regular process for evaluation of instructional staff in the Warsaw Community Schools is designed to recognize and improve good teaching. Generally, staff members are recognized through this process as meeting job expectations. However, for those few staff members whose demonstrated performance does not meet the expectations of the school corporation, a more directive and more intensive system of support is necessary.

The Intensive Assistance Plan process is intended to improve the performance of permanent teachers who have been identified by their evaluators as not meeting the expectations of the school corporation as specified by the WCS Rise Evaluation System.

The core of the Intensive Assistance Plan is a team, whose purpose is to help the teacher implement a written improvement plan. The following information outlines the plan's components.

"We believe that... everyone has value."
WCS Core Value

1) **Who may be offered Intensive Assistance?**
   - A teacher rated below 3.0 on the WCS RISE Evaluation.

2) **What are the notification procedures and timelines?**
   - Notification can occur at any time.
   - The evaluator offers intensive assistance by use of the appropriate form, which includes identified area(s) of concern.
   - The teacher accepts or declines the offer in writing as to whether s/he will participate within five (5) school days of the notification.
   - A written improvement plan is defined by the teacher and the evaluator within five (5) school days after the teacher accepts Intensive Assistance.
   - An Intensive Assistance Team will be selected and notified within ten (10) school days after the teacher accepts Intensive Assistance.

3) **What is the purpose of the Assistance Team?**
   - The purpose of the Assistance Team is to provide a teacher with assistance in an indicated area of concern.

4) **How are the Intensive Assistance members selected?**
   - The superintendent/designee will initiate the process of team selection and orientation.

"We believe that...every individual has something to contribute." WCS Core Value

   - Team members will be selected by teacher and administrator nomination.
   - Team members should have at least five (5) years of experience.
   - Team members will include certified administrators and teachers.
   - Team members will accept or decline.
   - An orientation meeting will be held for Intensive Assistance members to provide an overview of the Intensive Assistance Plan.
   - Intensive Assistance members will identify performance area(s) in which they would be willing to provide assistance.

5) **What is the composition of the Team?**
   - Three members are selected to serve on the Team.
   - One teacher, one building administrator from another building and one at-large teacher or administrator will make up the Team.
   - All three members are chosen by the teacher, in collaboration with the building administrator.
   - Team members will select a chairperson.
   - The chairperson's responsibilities include:
     a) Notifies members of meetings and plans.
     b) Organizes the Team's activities.
     c) Keeps a record of Team activities.
     d) Provides a written summary report of the Team's activities.

6) **What are the responsibilities of the Team?**
   - The Team meets with the evaluator and teacher (as a group) to develop clear goals.
   - The Team works with teacher to develop an Action Plan. Teacher will review completed Action Plan with administrator.
   - The Team provides support for the teacher in a non-evaluative manner.

- The Team, or at least one member, should meet with the teacher at a minimum of once a month.
- The Team monitors progress of the teacher's Action Plan.

- The chairperson will provide a written summary report of the Team's activities to the evaluator, superintendent and the teacher by an agreed upon date.

7) **What tasks does the Intensive Assistance Team perform?**
   - A Team member will observe and/or consult with the teacher prior to each monthly conference. Observations performed by an IA Team member are NOT included in the teacher's RISE Evaluation.

   - Meet with the teacher and provide feedback (suggestions, counseling, modeling behaviors and coaching) to the teacher within one week following the observation.

   - Provide relevant resources.

   - Conduct a conference with the teacher, a minimum of once a month.

   - The Intensive Assistance Team will function as a unit within the parameters of the teacher evaluation timeline established in the WCS RISE Evaluation Plan.

8) **What tasks does the Intensive Assistance Team perform?**
   - Works collaboratively with Administrator and Team to create Goals and Action Plan.

   - The teacher may request a maximum of two (2) release times to observe a High Effective Teacher. These teachers can be recommended by the Team or Administrator.

   - Works with Team Leader to organize monthly meeting.

   - Use the Team and its recommendations to improve teaching and instruction.

"We believe that...
honesty, integrity, and trust are
fundamental to thriving relationships."
WCS Core Value

DOCUMENT M

WARSAW COMMUNITY SCHOOLS

Offer of Intensive Assistance

Name _____ **Date** _____

List the area(s) of concern that do not meet the standards of Warsaw Community Schools.

- **Evaluator Comments:**

- **Evaluatee Comments:**

I accept ____ or decline ____ the offer of intensive assistance for the _____ school year.

Signatures _____

Teacher **Date**

_____

Evaluator **Date**

cc: Evaluator
Teacher
Superintendent