



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### Staff Performance Evaluation 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	ADAMS CENTRAL COMMUNITY SCHOOLS
School Corporation Number	0015
Evaluation Plan Website Link	<a href="http://www.accs.k12.in.us">www.accs.k12.in.us</a>

**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)

X RISE 3.0 State Model

- Locally Developed Plan
- Other \_\_\_\_\_

**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	Sept./Oct School Board Mtg Presentation and Followup

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 <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	2
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	4

<b>Evaluators</b>			
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	4
Teachers acting as evaluators ( <i>optional</i> ) 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	4
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	4

<b>Rigorous Measures of Effectiveness</b>			
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 <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator  Other measures used for evaluations (e.g., surveys)	2

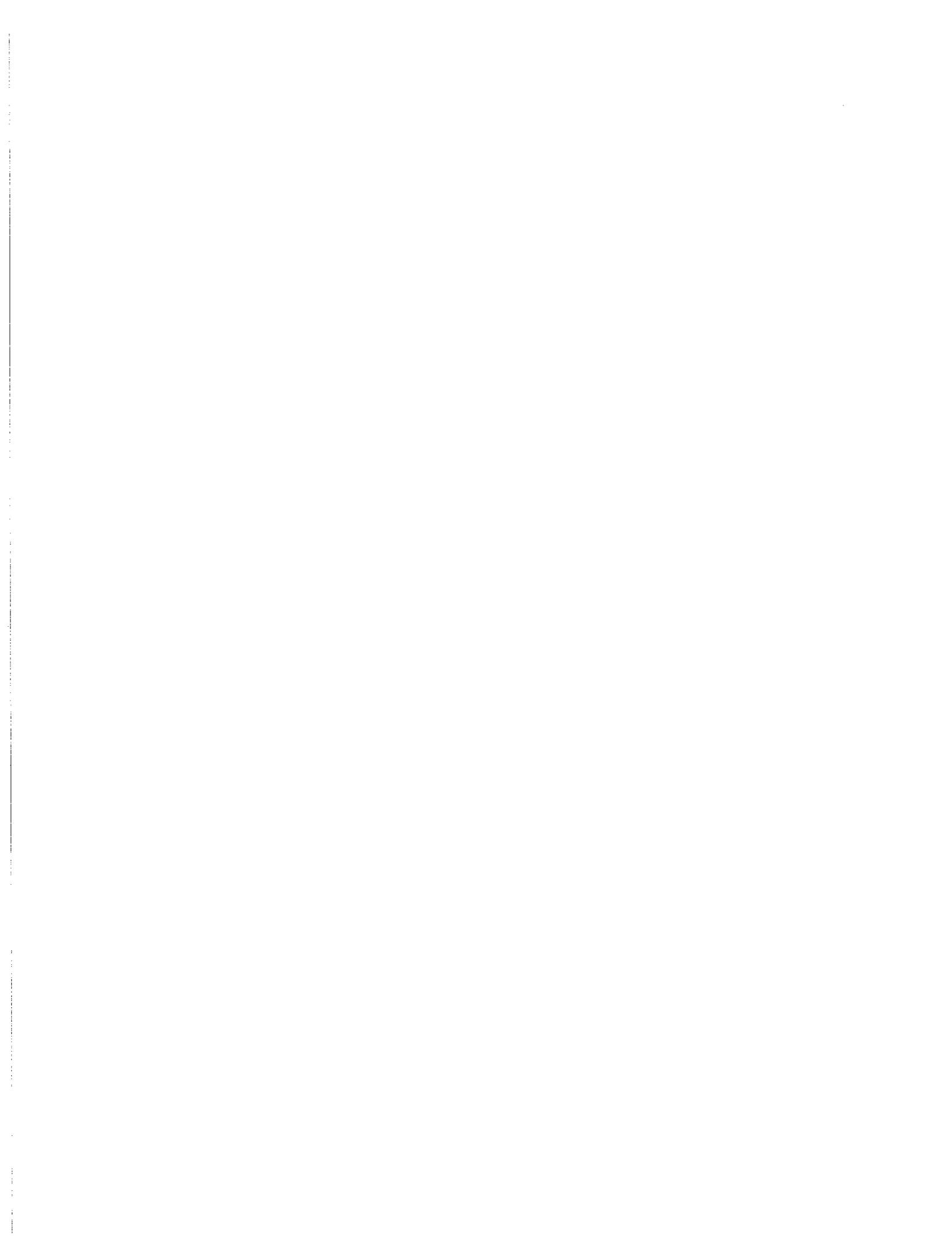
<b>Evaluation Feedback</b>			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering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

Designation in Rating Category			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category  Weighting (broken down by percentage) of all evaluation components	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)(5)  511 IAC 10-6-4(c)	Definition of <b>negative impact</b> on student growth for all certificated staff  Description of the process for modifying a final summative rating for negative growth	3 3

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	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	2 5
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	2 5
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	2

**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	2
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	2



## **ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

### **INTRODUCTION**

Adams Central Community Schools will evaluate all certificated employees, including teachers, administrators, counselors, etc. The DOE approved RISE Rubric will be used in the evaluation process of all teachers. Administrators will be evaluated under the conditions established by rubrics located in Appendix C & D. School Counselors will be evaluated under the conditions and measures established by the rubric located in Appendix B.

### **Indiana Teacher Evaluation**

In 2011 the State of Indiana passes SEA Act 1, which dealt with teacher evaluation. SEA Act I required the following to be in place regarding teacher evaluation:

- 1. Annual:** All certified staff members must be evaluated annually by a trained evaluator. All teachers, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- 2. Objective Data/Student Growth Data:** Objective measures of student achievement should significantly inform the evaluation. Evaluations should be student focused. First and foremost, an effective teacher helps students make academic progress. A throughout evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
  - a. Student performance data/results from statewide assessments (ISTEP/ECA) are included in evaluations of employees whose primary responsibility is teaching tested subjects.**
  - b. State assessments, locally developed assessments, and other tested measures are included in evaluations.**
- 3. Multiple Measures:** Evaluation plans must include multiple rigorous measures of effectiveness, including observations and other performance indicators.
- 4. Four Categories:**
  - a. Highly Effective**
  - b. Effective**
  - c. Improvement Necessary**
  - d. Ineffective**

**Feedback and Professional Development:** Based on annual observations and results of the evaluation, certified staff should receive recommendations for improvement which include the time in which improvement is expected. This feedback should include job-embedded, targeted professional development. This professional development can be supplemented with title funds.

The primary evaluator is responsible for tying in professional development activities that a teacher needs from their evaluation to one another. These professional development activities may be issued Professional Growth Points (PGPs) that can be used for teacher license renewal at the teacher's discretion.

Any teacher that is rated as ineffective may request a private meeting with the superintendent within 10 days of the evaluation.

In order for students not to receive instruction from ineffective teachers two years in a row, the principal will make reasonable accommodation to the staff or student schedules; if students are not able to avoid consecutive teachers rated as ineffective the principal will communicate with parents in writing to inform them of the situation.

**Negative Impact:** If a teacher satisfies the following two variables, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective Range.

1. The teacher receives an ineffective rating on both, evaluation AND
2. Fewer than 40% of their students pass the end of course assessment.

The IDOE is required to determine and revise at regular intervals the cut levels in IGM results that would determine negative impact and achievement for teachers with classes measured by statewide assessments with growth model data. Along with the IGM and summative scoring process, potentially will result in a teacher identified as having a negative impact on learning.

The criteria for both variables must be met in order for a teacher to be identified as negatively impacting student learning. This rigorous requirement supports an accurate identification of negative impact and promotes against anomalies. If a teacher is in negative impact of student learning they shall be reduced to improvement necessary or ineffective.

**Adams Central Community School Corporation Teacher Evaluation Model:**

The Adams Central Community Schools Teacher Evaluation Model is a modified version of the RISE Teacher Evaluation Model. Modifications have been made to the following areas based on input from discussion with teachers and administrators throughout recent discussions. This model with the following modifications meets the requirements of the Indiana Code and the Indiana Administrative Code.

**Teacher Evaluation Group Definitions:**

\*Adams Central will use the following revised grouping of teacher categories for the purpose of evaluation.

**Group #1 Teachers with Individual Growth Measure:**

Receives a growth rating from the DOE

**Group #2 Teachers without Individual Growth Measures:**

Does not receive a growth rating from the DOE

**Modifications to RISE:**

#### **Professional Practice**

- The minimum number of short observations was reduced from 3 to 1.
- The minimum number of long observations was reduced from 2 to 1.
- Evaluators will hold the authority to conduct more than the minimum if observations evidence support the need for additional observations.
- Those being evaluated may request to have evaluators conduct additional evaluations throughout the school year.

**Measures of Student Learning** – The following requirements within Student Learning Objectives have been reduced to allow emphasis on the remaining requirements:

- Group 1 Teachers → The Class and Targeted Learning Objectives requirements were both eliminated. The Individual Growth Model and School-Wide Learning requirements remain.
- Group 2 Teachers → The Targeted Learning Objective requirement was eliminated. The Class Learning Objective, Individual Growth Model & School-Wide Learning requirements remain.
- Group 3 Teachers → The Targeted Learning Objective requirement was eliminated. The Class Learning Objective and School-Wide Learning requirements remain.

#### **Teacher Categories/Groups**

- Group 1 → Will only include those teachers who receive Individual Growth Measures Data
- Group 2 → Will include teachers who do not receive Individual Growth Measures Data
- Group 3 → This group has been eliminated

#### **Summative Scoring**

- IGM Teachers → 90% Rubric + 6% IGM + 4% SWL = 100%
- Non IGM Teacher → 90% + 6% SLO + 4% SWL = 100%

## **OVERVIEW – ADAMS CENTRAL EVALUATION MODEL**

Every teacher is unique, and the classroom is a complex place. The Adams Central Teacher Evaluation Model relies on multiple sources of information to paint a fair, comprehensive model of a teacher's individual performance.

Adams Central Schools has contracted with PIVOT, to provide a technology platform to track observations, document evidence, provide feedback, document professional development and remediation, and document the Summative Evaluation.

#### **Evaluation Model Components:**

\*All teachers will be evaluated on two major components:

- ✓ Component One – Professional Practice (rubric)
- ✓ Component Two – Student Learning

**Key Terms:**

**Primary Evaluator** – Is responsible for tracking evaluation results, assists in setting goals, and performs at least one short and one extended observation during the year. At the end of the year this person collects all data from all evaluators, determines the summative rating, and conducts the end of year conference with the teacher.

**Secondary Evaluator** – may perform extended or short observations. This person's data is turned over to the Primary Evaluator for use in the summative rating.

**Extended Observation** – is at least 40 minutes in length. It may be announced or unannounced. It can take place over the span of two consecutive class periods. A minimum of 1 extended observation must be conducted by either the primary or secondary evaluator.

**Short Observation** – is at least 10 minutes in length and is not an announced observation. All teachers must have at least 1 short observation per year.

**Performance Ratings:**

Each certified employee will receive a rating at the end of the school year in one of the four performance levels.

**Highly Effective (4):** A highly effective employee consistently exceeds expectations. They have demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. Their students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Effective (3):** An effective employee consistently meets expectations. They have consistently met expectations as determined by the trained evaluator, in locally selected competencies, reasonably believed to be high correlated with positive student learning outcomes. Their students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Improvement Necessary (2):** An employee who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is an employee who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. In aggregate, their students have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

**Ineffective (1):** An ineffective employee consistently fails to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed

**to be highly correlated with positive student learning outcomes. Their students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.**

**Feedback and Remediation Plans:**

**Remediation plans assigned to teachers rated as ineffective or improvement necessary are required to be completed by the primary evaluator.**

**Recommendations for improvement must be made by the primary evaluator and improvement is expected within 60 days by the teacher.**

**All evaluators must be trained by IDOE certified trainers. Each evaluator, primary and secondary, must complete IDOE RISE Training prior to evaluating certificated employees. Building-level administrators will serve as the primary evaluators and may, in some cases, serve as secondary evaluators.**

Book	Policy Manual
Section	3000 Professional Staff
Title	Copy of TEACHER APPRECIATION GRANTS
Code	po3220.01
Status	
Legal	I.C. 20-18-2-22 I.C. 20-28-1-7 I.C. 20-43-10-3.5
Adopted	August 10, 2021
Last Revised	August 10, 2021
Last Reviewed	August 10, 2021
Prior Revised Dates	5/14/2019, 12/17/2019, 8/10/2021

### **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 15th of each year.

#### **Definitions:**

For purposes of this policy, the following definitions apply:

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

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

#### **Distribution of Annual Teacher Appreciation Grants:**

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

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

## **APPENDIX A**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**SCHOOL COUNSELOR RUBRIC**

## Indiana School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the FSE Model. It is a working revision of the "School Counselor Evaluation Rubric available on the Learning Connection website – <http://fleetc/learningconnection>, done in conjunction with the "DOE-Developing New Indiana Evaluations" community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleetc Education Services at [fleetcindiana@gmail.com](mailto:fleetcindiana@gmail.com) or 317-748-0108.

**DOMAIN 1: PURPOSEFUL PLANNING** School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

<b>1.1</b> Using Assessment Data to Plan	<b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Incorporates differentiated strategies in planning to reach every student at their level of understanding	<b>Counselor uses student achievement, achievement-related, survey and other student data to formulate plans:</b> - Annual program goals and student academic, career and personal/social goals.	<b>Counselor does not use student achievement data or survey results when planning.</b>
<b>1.2</b> Set Ambitious and Measurable Program and Student Goals	<b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Shares plan with administrator(s) and school staff	<b>Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.</b>	<b>Counselor does not set - ambitious and measurable annual program goals and student academic, career and personal/social goals.</b>
<b>1.3</b> Plan, Organize, Deliver and Manage Effective Counseling Program	<b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Follows a state or national comprehensive school counseling model according to standards	<b>Counselor participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program</b>	<b>Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program</b>
<b>1.4</b> Develop Standard-Based Lessons and Assessments	<b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Creates well-designed assessments and surveys based on state or national standards	<b>Based on program and student goals outcomes - Identifies guidance standards that students will master and only occasionally or never discuss lessons and assessments/</b> <b>assessments for measuring growth.</b>	<b>Counselor rarely identifies guidance standards that students will master and only occasionally or never discuss lessons and assessments/</b> <b>assessments for measuring growth.</b>
<b>1.5</b> Track Student Data and Analyze Progress	<b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Uses assessment progress data in planning future lessons/units accurately.	<b>Counselor uses an effective data tracking system for: - Recording student assessment/progress data and analyzing student progress towards mastery or to plan future lessons/units</b>	<b>Counselor never uses a data tracking system to record student assessment/progress data and never has an electronic grading system</b>

**NOTE:** Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counselling Services

Schools that do not expect their School Counsellors to provide classroom guidance instruction, may use only Domain 2B.

**DOMAIN 2A: EFFECTIVE CLASSROOM GUIDANCE** Counsellors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group or individual setting.

<p><b>Competency 2.1A:</b> Develop student understanding and mastery of lesson objectives</p>	<p><b>Counsellor is Highly effective at developing student understanding and mastery of lesson objectives</b></p> <p><i>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 - Counsellor effectively engages prior knowledge of students in commencing to lesson, Students demonstrate through work or comments that they understand this connection</i></p>	<p><b>Counsellor is effective at developing student understanding and mastery of lesson objectives</b></p> <p><i>- Lesson objective is specific, measurable, and aligned to guidance standards. It conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to guidance standards or outcomes</i></p> <p><i>- Objective is written in a student-friendly manner that leads to understanding</i></p> <p><i>- Counsellor attempts explanation of importance of objective, but students fail to understand</i></p> <p><i>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</i></p> <p><i>- Organization of the lesson may not always be connected to mastery of the objectives</i></p>	<p><b>Counsellor is inadequate at developing student understanding and mastery of lesson objectives</b></p> <p><i>- Lesson objective is misleading, more than one component, if any, not in clear about what students are learning or will be able to do by the end of the lesson.</i></p> <p><i>- There may not be a clear connection between the objective and lesson, or counsellor may fail to make this connection for students. - Counsellor may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</i></p> <p><i>- There may be no effort to connect objective to prior knowledge of students</i></p> <p><i>- Lesson is disorganized and does not lead to mastery of objectives.</i></p>
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<p><b>Competency 2.2a:</b> Demonstrate and Communicate Content Knowledge to Students</p>	<p>Counselor is effective at demonstrating and clearly communicating content knowledge to students</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:- Counselor fully explains concepts in an direct and efficient manner as possible, while still achieving student understanding</p> <p>- Counselor effectively connects information to other current events, students' experiences and interests, or current events in order to make content relevant and build interest</p> <p>- Explanations spark student excitement and interest in the content.</p>	<p>Counselor needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Counselor demonstrates content knowledge and delivers information that is factually correct</li> <li>- Information is clear, concise and well organized</li> <li>- Counselor repeats and rephrases information in multiple ways – where necessary - to increase understanding</li> <li>- Counselor emphasizes key points or main ideas in content</li> <li>- Counselor uses developmentally appropriate language and explanations</li> <li>- Counselor imports relevant information learned via professional development</li> </ul>	<p>Counselor is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Counselor may fail to retain or regurgitate information in multiple ways to increase understanding</li> <li>- Counselor does not adequately explain basic terms, ideas, and students are confused about key terms</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Counselor does not always import relevant information learned via professional development</li> </ul>	<p>Counselor's influence is creating a culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Counselor's influence is creating a culture of respect and collaboration</li> </ul>	<p>Counselor is highly effective at creating a classroom culture of respect and collaboration</p> <p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:-</p> <ul style="list-style-type: none"> <li>- Students are involved in their academic success as enhanced by unassisted collaboration and assistance</li> <li>- Students understand and exhibit positive character and behavior</li> </ul>	<p>Counselor is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Students are frequently dependent on counselor as a source of support, but may occasionally act out or need to be reminded of school norms</li> <li>- Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process</li> <li>- Counselor reinforces positive character and behavior and explains consequences appropriately to encourage negative behavior</li> <li>- Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	<p>Counselor is highly effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Students are frequently independent of counselor as a source of support, but may occasionally act out or need to be reminded of school norms</li> <li>- Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process</li> <li>- Counselor reinforces positive character and behavior and explains consequences appropriately to encourage negative behavior</li> <li>- Counselor rarely or never praises positive behavior</li> <li>- Counselor rarely or never addresses negative behavior</li> </ul>
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<p><b>Competency 2.4A:</b></p> <p><b>Set High Expectations for Academic Success</b></p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress.</li> <li>- Students demonstrate high academic expectations for themselves.</li> <li>- Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<p>Counselor is highly effective at setting high expectations for students in outcomes.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Counselor sets high expectations for students of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by their effort and quality of their work.</li> <li>- Counselor, small group or individual setting is a safe place to take on challenges and risk failure (students do and feel safe about asking questions or making mistakes incorrectly)</li> <li>- Counselor establishes high academic work.</li> </ul>	<p>Counselor needs improvement at setting high expectations for students in outcomes.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Counselor may set high expectations for some, but not others.</li> <li>- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</li> <li>- Some students may be afraid to take on challenges and risk failure (student to ask for help when needed or give-up easily).</li> <li>- Counselor may praise the work of some, but not others.</li> </ul>	<p>Counselor is ineffective at setting high expectations for students in outcomes.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Counselor rarely or never sets high expectations for students.</li> <li>- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unprepared, off-task, or refuse to attempt assignments.</li> <li>- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior.</li> </ul>
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**DOMAIN 2B: EFFECTIVE COUNSELLING SERVICES** Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

		Counselor is ineffective at following laws, rules and policies, referring to professional ethical standards and respecting student confidentiality.	Counselor is ineffective at following laws, rules and policies, referring to ethical standards and respecting student confidentiality.
<b>Competency 2.1B:</b> Follow laws, rules and policies,	<b>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</b>  - Laws, rules, policies and ethical standards are followed on an annual basis	<ul style="list-style-type: none"> <li>- Professional conduct and integrity is established</li> <li>- Ethical and legal codes are followed</li> <li>- Consultation and supervision are used when needed</li> <li>- Student interventions appear appropriate to the situation</li> </ul>	<ul style="list-style-type: none"> <li>- Professional conduct and integrity is consistently exhibited</li> <li>- Ethical and legal codes are followed</li> <li>- Consultation and supervision are needed but not sought</li> <li>- Student interventions appear questionable</li> </ul>
<b>Competency 2.2B:</b> Provide counseling, guidance, consultation, crisis intervention or referral as needed	<b>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</b>  - Works well with school staff and administration to facilitate identification of students in need of services	<ul style="list-style-type: none"> <li>- Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed</li> </ul>	<ul style="list-style-type: none"> <li>- Counselor is only somewhat effective at providing counseling, guidance, consultation, crisis intervention or referral as needed</li> <li>- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral</li> <li>- Appropriateness of service is questionable</li> <li>- Counselor is somewhat proficient at challenging or referring student to receive appropriate services</li> </ul>

<p><b>Competency 2.3B:</b> Develop student understanding of safety, survival and prevention skills</p>	<p><b>Counselor is effective at developing student understanding of safety, survival and prevention skills</b></p> <ul style="list-style-type: none"> <li>- Counselor assists students to identify safety concerns and needs, as needed</li> <li>- Students understand right to a safe and secure school environment</li> <li>- Students do not identify resources for peer, adult and/or community support</li> <li>- Prevention programming or interventions utilized as necessary</li> </ul>	<p><b>Counselor needs improvement with developing student understanding of safety, survival and prevention skills</b></p> <ul style="list-style-type: none"> <li>- Involvement in helping students identify safety concerns and needs, as needed</li> <li>- Students do not understand right to a safe and secure school environment</li> <li>- Students do not identify resources for peer, adult and/or community support</li> <li>- Prevention programming or interventions do not exist</li> </ul>	<p><b>Counselor is ineffective at developing student understanding of safety, survival and prevention skills</b></p> <ul style="list-style-type: none"> <li>- Students do not understand right to a safe and secure school environment</li> <li>- Students do not identify resources for peer, adult and/or community support</li> <li>- Prevention programming or interventions utilized inconsistently</li> </ul>
<p><b>Competency 2.4B:</b> Connect student learning to future plans</p>	<p><b>Counselor is highly effective at connecting student learning to future plans</b></p> <ul style="list-style-type: none"> <li>- For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: <ul style="list-style-type: none"> <li>- Delivers prevention training program to students</li> </ul> </li> </ul>	<p><b>Counselor is effective at connecting student learning to future plans</b></p> <ul style="list-style-type: none"> <li>- Counselor helps students see connection between achievement and career and future success</li> <li>- Counselor helps students learn about interests, abilities and aptitude</li> <li>- Counselor provides appropriate career information, information, preparation or planning assistance to students aligned with local, state and national standards</li> <li>- Students practice decision-making skills to connect education and/or career choices</li> </ul>	<p><b>Counselor is only somewhat effective at connecting student learning to future plans</b></p> <ul style="list-style-type: none"> <li>- Counselor helps students see connection between achievement and career and future success</li> <li>- Only some students learn about interests, abilities and aptitude</li> <li>- Counselor prioritizes informal career awareness, information, preparation or planning assistance to students</li> <li>- Students do not practice decision-making skills to connect education and/or career choices</li> </ul>
<p><b>Competency 2.5B:</b> Supports students to assess, interpret and goal-set</p>	<p><b>Counselor is highly effective at interpreting assessment results and student goal-setting</b></p> <ul style="list-style-type: none"> <li>- For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: <ul style="list-style-type: none"> <li>- Assessment interpretation and goal-setting is systematic and well-planned</li> </ul> </li> </ul>	<p><b>Counselor only consistently assesses students to interpret assessment results and student goal-setting</b></p>	<p><b>Counselor does not assist students in interpreting &amp; understanding assessment results</b></p>

**DOMAIN 3: COUNSELOR LEADERSHIP** Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1	Counselor to School Culture	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:- Seek out leadership role - Go above and beyond in dedicating time for students and peers	Counselor will:- Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time effectively, when needed, to helping students and peers	Counselor rarely or never contributes ideas aimed at improving school culture. Counselor dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:- Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	Counselor will:- Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance when needed, and provide assistance to others in need	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:- Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	Counselor will:- Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, when applicable - Welcome constructive feedback to improve practices	Counselor rarely or never attends professional development opportunities. Counselor does little or no research in new items, programs, or classes to improve counseling and learning
3.4	Advocate for Student Success	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:- Display commitment to the education of all higher students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	Counselor will:- Display commitment to the education of all higher students - Advocate for students' needs	Counselor rarely or never displays commitment to the education of higher students. Counselor accepts failure as per his/her courses and does not advocate for students' needs.
3.5	Engage Families in Student Learning	At Level 4, a counselor fulfills the criteria for Level 3 and additionally:- Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary	Counselor will:- Proactively reach out to parents in a variety of ways to engage them in student learning - Respond proactively to contact from parents - Engage in all forms of parent outreach required by the school	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

### **Core Professionalism Rubric**

**These indicators illustrate the minimum competencies expected 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. Counselors are expected to meet these standards. If they do not, it will affect their overall rating negatively.**

Category	Score 100% Met Standard	Score 100% Demonstrates a pattern of unmet/unmet standards*
1 Attitudes	Institution demonstrates a pattern of unmet/unmet standards.	Institution has not demonstrated a pattern of unmet/unmet standards.
2 On-Time Arrival	Institution demonstrates a pattern of unmet/unmet standards (e.g. students fail to attend school, or students fail to attend school due to violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Institution has not demonstrated a pattern of unmet/unmet standards (e.g. students fail to attend school due to violation of state, corporation, and school policies and procedures (e.g. procedures for suspending discipline violations, policies for suspension of staff, etc.)
3 Positive and Professional	Institution demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for suspending discipline violations, policies for suspension of staff, etc.)	Institution demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.
4 Respect		

\* It should be left to the discretion of the corporation to define "unmet/unmet standards" in this context.

## **APPENDIX B**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**ASSISTANT PRINCIPAL / ATHLETIC DIRECTOR**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION  
ASSISTANT PRINCIPAL / ATHLETIC DIRECTOR EVALUATION PLANS**

- 1. The Adams Central High School Athletic Director will be evaluated annually by the high school principal. The Principal will meet with the Athletic Director mid-year to provide formative review, and will complete domains 1-4 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade becomes available.**
- 2. The Adams Central Elementary Assistant Principal will be evaluated annually by the elementary school principal. The Principal will meet with the Assistant Principal mid-year to provide formative review, and will complete domains 1-3 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade become available.**
- 3. The weighting of the above domains to determine the overall effectiveness of the Assistant Principal and/or Athletic Director will be as follows:**

	<b>Athletic Director</b>	<b>Assist Principal</b>
a. Domain 1: Teacher Effectiveness	15%	30%
b. Domain 2: Leadership Actions	15%	30%
c. Domain 3: School Culture	15%	30%
d. Domain 4: Athletic Department	45%	n/a
e. Domain 5: School Performance	10%	10%

## 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) ensuring effective human capital management strategies and (3) by leveraging 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.

<b>1.1.1</b> <b>Contributes to the achievement of the mission &amp; vision</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Contributes commitment to and vigorous pursuit of the school's vision &amp; mission</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Works through complete status in ways that energize stakeholder communities</li> <li>- Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</li> <li>- Translates the vision and mission into daily school practices</li> </ul>
<b>1.1.2</b> <b>Assists the principal in hiring, developing and retaining effective teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides the student management and instructional support necessary to develop and retain effective early career teachers</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Focuses hiring recommendations primarily on the teacher's level of effectiveness</li> <li>- Takes specific actions to facilitate the development and retention of effective staff members</li> <li>- Aligns personnel recommendations with the vision and mission of the school</li> </ul>
		<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides general guidance over the administration of organizational goals in pursuit of the mission and vision</li> <li>- Establishes actions or behaviors that negatively affect stakeholder commitment</li> </ul>
		<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides general guidance over the administration of organizational goals in pursuit of the mission and vision</li> <li>- Establishes actions or behaviors that negatively affect stakeholder commitment</li> </ul>

1.2.2	<b>Provides actionable feedback:</b> <ul style="list-style-type: none"> <li>- Models desired actions or solicited opportunities for the teacher to learn from other teachers</li> <li>- Assists the teacher in revising lesson plans, unit plans, assessments, etc.</li> </ul>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Develops action plans focused on the highest leverage teacher actions</li> <li>- Provides a clear directions for how to do the work in a way that makes well Frequency failures up to ensure feedback is implemented with fidelity</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>- Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides limited, high-level feedback to teacher or fails to provide post-observation feedback altogether</li> <li>- Fails to develop action plans with teachers</li> </ul>
1.2.3	<b>Monitors student performance</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Develop students' collective ability to positively impact student learning</li> <li>- Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Regularly analyzes student-level results from classroom and summative assessments in grade, observations or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>- Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>- Regularly follows up to ensure action plans are implemented with fidelity</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Develops results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>- Allows teachers to establish action steps that align with broader or classroom assessment data</li> <li>- Fails to frequently follow up to ensure proper implementation</li> </ul>
1.2.4	<b>Demonstrates commitment to improve teacher performance</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Identifies and facilitates opportunities for teachers to share best practices</li> <li>- Demonstrates the ability to measure the teacher effectiveness as evidenced by positive gains in student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>- Provides individualized support/scientific training to address specific areas of concern in ensuring proper implementation of new initiatives and strategies</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>- Provides individualized support/scientific training to address specific areas of concern in ensuring proper implementation of new initiatives and strategies</li> </ul>
1.3.1	<b>Assists the principal with the evaluation of teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Ensures all evaluation processes and expectations are transparent and clear</li> <li>- Allocates necessary time and resources to complete thorough evaluations, but maintains strict timelines</li> <li>- Demonstrates the ability to identify individual teacher strengths and weaknesses</li> <li>- Uses all available data to assign summative ratings that clearly differentiate the effectiveness of</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Ensures all evaluation processes and expectations are transparent and clear</li> <li>- Allocates necessary time and resources to complete thorough evaluations, but maintains strict timelines</li> <li>- Demonstrates the ability to identify individual teacher strengths and weaknesses</li> <li>- Incorporates limited student data and evidence of teacher practice in evaluation ratings</li> </ul>

## Domain 2: Leadership Actions

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

2.1.1 <b>Effectively communicate</b>	<b>In addition to Level 2, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Uses communication to build commitment for and establish a positive sense of agency to achieve organizational goals</li> <li>- Maintains high visibility, accountability, and establishes strong sense of connection</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Communicates with staff with appropriate substance and responds in a timely manner to resolve operational concerns</li> <li>- Uses appropriate communication methods and media</li> <li>- Maintains appropriate visibility and accountability to staff</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Maintains heterogeneous focus of communication and/or selects communication methods or media that have limited effectiveness</li> <li>- Responds in an inconsistent manner to resolve expressed concerns</li> </ul>
2.1.2 <b>Reflects on practice and continuously learns</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Promotes a culture of self-reflection and continuous improvement</li> <li>- Engages staff and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Encourages staff to learn and openly acknowledge areas for growth</li> <li>- Learns from personal experience and the actions and insights of others</li> <li>- Establishes priorities and achieves action plans focused on high-leverage leadership competencies</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Encourages staff to learn and openly acknowledge areas for growth</li> <li>- Learns from personal experience and the actions and insights of others</li> <li>- Establishes priorities and achieves action plans focused on high-leverage leadership competencies</li> </ul>
2.1.3 <b>Demonstrates resiliency and persistence</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Engages staff and sets a continuous pursuit of professional growth and school improvement</li> <li>- Anticipates problems and confronts and solves problems that had yet to be successfully addressed</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Encourages staff and sets a continuous pursuit of professional growth and school improvement</li> <li>- Anticipates problems and confronts and solves problems that had yet to be successfully addressed</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Encourages staff and sets a continuous pursuit of professional growth and school improvement</li> <li>- Anticipates problems and confronts and solves problems that had yet to be successfully addressed</li> </ul>

<p><b>2.1.4 Monitors time and task management</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Prioritises using an instructional leader above all else</li> <li>- Is a model of punctuality and timeliness in discharging his/her professional responsibilities</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Consistently allocates the time and resources necessary to achieve ambitious goals</li> <li>- Spends time on high leverage activities</li> <li>- Delegates responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in those activities</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Delegates and monitors progress towards goals, but fails to attend high-leverage activities often</li> <li>- Delegates significant responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in those activities</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Frequently prioritises time for institutional leadership priorities</li> <li>- Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals</li> </ul>
<p><b>2.2.1 Maintains a culture of excellence</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Implies the daily habits necessary to create a culture of excellence</li> <li>- Is uncompromising in maintaining high expectations for everyone</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Contributes to the maintenance and/or development of a positive, consistent culture that facilitates execution and promotion of learning</li> <li>- Provides students and staff the support, time, and structures necessary to be successful</li> <li>- Celebrates the accomplishments of others and proactively motivates performance issues</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fosters positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to demonstrate consistency in the maintenance and/or development of a student-centered culture</li> <li>- Recognises and celebrates the accomplishments of others, but allows smaller performance issues to go unnoticed</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fails to set the initiative to identify and manage the accomplishments of others</li> <li>- Consistently ignores and/or minimises performance issues</li> </ul>
<p><b>2.2.2 Influences teacher collaboration</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Facilitates the creation of student-centered cultures that drives positive gains in student achievement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school</li> <li>- Holds collaborating teams accountable for achieving desired results</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Fails to provide teacher teams the support and resources necessary for to achieve desired results</li> <li>- Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving</li> </ul>
<p><b>2.2.3 Supports a uniformed code of conduct</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Facilitates the creation of student and staff cultures that align positive behaviors</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Coaches a culture of excellence through repeated practice and modelling of desired behaviors</li> <li>- Consistently and fairly applies positive and negative consequences for behavior</li> <li>- Promotes a predictable, safe learning environment, and/or maintains order and safety</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Consistently applies either positive or negative consequences for behavior</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Sets clear boundaries about school policy</li> <li>- Takes no disciplinary actions and allows positive student and staff behavior to go unrecognised</li> </ul>

<p><b>2.2.4 Engage families and the community in student learning</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Demonstrates student commitment to engaging parents who are traditionally uninvolved in their children's education</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Forwards partnerships with families, community agencies and the corporate sector</li> <li>- Capitalizes on the strengths of stakeholders in the community to provide interventions, support and resources to meet student needs</li> <li>- Assists the principal in securing cooperation from family and community members to support school improvement initiatives</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Establishes relationships with key stakeholders, but does not capitalise upon their strengths to enhance student learning</li> <li>- Invariably engages established partners</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Builds capacity with stakeholders to build commitment to key school improvement efforts</li> </ul>
<p><b>3.1.1 Implements effective school policies</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Initiates operational procedures designed and implemented to maximise opportunities for all students to learn</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines to a timely, fair, and consistent standard.</li> <li>- Handles student discipline and attendance problems in a manner appropriate for the circumstances</li> <li>- Develops student and staff understanding of school policies and their consequences</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Establishes and implements school policies, processes and routines to a timely, fair, and consistent standard.</li> <li>- Handles student discipline and attendance problems with a level of responsibility appropriate to the severity of the problem</li> <li>- Develops all staff members' understanding of school policies and their consequences</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Implementing teaching 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</li> </ul>
<p><b>3.1.2 Manages school culture</b></p> <p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Initiates systems to assess the effectiveness of policy and detect other problems before longer issues emerge. Tracks national data to evaluate the effectiveness of interventions</li> <li>- Uses the data to engage stakeholders in a process of continuous improvement</li> </ul>	<p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Initiates systems to assess the effectiveness of policy and detect other problems before longer issues emerge. Tracks national data to evaluate the effectiveness of interventions</li> <li>- Uses the data to engage stakeholders in a process of continuous improvement</li> </ul>	

## Domain 3 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) ensure all staff and students are held to a high level of behavioral and academic expectations**

3.1.3 Enhances a positive school culture	<p>In addition to Level 2, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Provides additional behavioral interventions and supports to students and teachers who demonstrate an unwillingness to comply with policy</li> <li>- Demonstrates the ability to positively impact student achievement and culture</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times</li> <li>- Challenges low expectations and holds all personnel accountable for observing agreed upon procedures</li> <li>- Assists teachers with the implementation of effective classroom management plans</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Consistently applies positive and negative consequences for behavior</li> <li>- Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Inconsistently implements the stated code of conduct</li> <li>- Allows inappropriate student behavior</li> </ul>
3.1.4 Provides effective supervision	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Volunteers to assist at school events and/or functions to which he/she is not directly assigned</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>
3.1.5 Supports student services	<p>In addition to Level 3, the assistant principal:</p> <ul style="list-style-type: none"> <li>- Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities and services that meet their learning needs</li> <li>- Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met</li> <li>- Collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities that meet their needs (special education, SPED, etc.)</li> <li>- Fails to ensure the social, emotional, and behavioral needs of each student are met</li> <li>- Rarely or never collaborates with service agencies in the community to support some student needs that require interventions or additional supports</li> </ul>	<p>The assistant principal:</p> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities that meet their needs</li> <li>- Fails to ensure the social, emotional, and behavioral needs of each student are met</li> <li>- Rarely or never collaborates with service agencies in the community to support some student needs that require interventions or additional supports</li> </ul>

## Domain 4 Athletic Department Leadership

The Athlete Director:		A. Planning		B. Priority Management and Communication		C. Supervision and Professional Development	
4 Highly Effective	3 Effective	3 Essential	2 Implement Necessary	1 Ineffective	1 Implement Necessary	2 Implement Necessary	1 Ineffective
a. Team	Creates a strong leadership team (i.e., staff, coaches) and develops its skills and commitment to a high level.	Builds one or two like-minded colleagues to provide advice and support.	Builds one or two like-minded colleagues to provide advice and support.	b. Target Goals	Builds staff support for a long-term athletic program target.	Expresses confidence that the athletic program will improve each year through hard work.	Takes one year at a time, works staff to improve their athletic programs.
c. Reality	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically monitors progress, listens to feedback, and modifies the plan.	Occasionally focuses on key data points and goals challenges to overcome.	d. New	Is too caught up in daily crises to focus on emerging data.		Rarely connects staff members and uses meetings for one-way instruction.
4 Highly Effective	3 Effective	3 Essential	2 Implement Necessary	1 Ineffective	1 Implement Necessary	2 Implement Necessary	1 Ineffective
The Athlete Director:							
a. Planning	Plans for the year, month, week, and day, reflectively setting the highest leverage activities to be done.	Plans for the year, with a list of what needs to be accomplished that day, but often does not.	Comes to work with a list of what needs to be accomplished that day, but does not follow through from there.	b. Follow-Up	Remembers, prioritizes important information, and almost always follows up.	Is sometimes over-inflated by events and sometimes doesn't follow up.	Does a fair job in his or her area to accomplish his/her tasks, but often forgets and drops the ball.
c. Expectations	Establishes clear management procedures and discipline, one at a time.	Makes some effort to manage what is expected for management procedures and discipline.	Promulgates strict, inflexible staff norms.	d. Delegation	Delegates appropriate tasks to competent staff members and checks on progress.	Delegates some tasks that should be done by others.	Does a fair job delegating tasks or himself.
e. Efficiency	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Deals quickly and decisively with the highest priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores but is often behind.	f. Meetings			In very limited and unproductive, paper-work, and administrative chores, to the detriment of the school's mission.

	trust and respect.	colleagues.	leads positive, and listens to staff concerns.	positions.
b. Supervision	Visits 3-5 grade classes & work and gives feedback. Sets-in-Secn feedback to work crews within 24 hours.	Maintains unannounced visits to a few grade classes weekly and gives helpful feedback to classes.	Tries to attend practices/games but is often distracted by other events and rarely provides feedback.	Only observes coaches in annual or bi-annual formal observation visits.
c. Criticism	Critiques ongoing in office. Conversations will be brief-prudent coach-staff members, helping them improve.	Provides recognition and support to coach-staff members who are less than proficient.	Criticizes strengthen coach-staff members but does not give them much help regarding their performance.	Does not give honest feedback and motivation to coach-staff members who are not performing well.
d. Encouraging	Comments out or dismisses all ineffective coaches/and members, simultaneously following school and corporation policy and procedures.	Comments out or dismisses most ineffective coaches/staff members, consistently following school and corporation policy and procedures.	Tries to dismiss one or two ineffective coaches/staff members, but is guided by procedure/codes.	Does not handle dismissal procedures, despite evidence that some coaches/staff members are ineffective.
e. Hiring	Recruits, hires, and assigns highly effective coaches/staff members who share the school's mission.	Recruits and hires effective coaches/staff members who share the school's mission.	Hires coaches/staff members who seem to fit in or have philosophy of coaching.	Makes last-minute appointments to coaches/staff members or vacancies based on coaches/staff members who are available.

#### D. Discipline and Family Involvement

##### The Athletic Director:

a. Expectations	Gets staff buy-in in its vision, student-athlete and athletic program student-behavior standards, routines, and consequences.	Sees opportunity for student athletes and establishes athletic program routines and routines to enhance routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different areas.	2 Improvement Necessary
b. Effectiveness	Does effectively with any discipline in creating and learning, analyzing patterns, and works on prevention.	Deals quickly with disruptions and looks for underlying causes.	Deals slowly with student athletes who are disruptive in athlete, but doesn't get to the root cause.	1 Indifference
c. Collaboration	Promotes athletes, officer, and improvement and builds students' pride in their school.	Promotes student and athletic achievement and works to build school spirit.	Promotes well-behaved students, performance and good grades.	Urges coaches to build coaches' skills in classroom management.
d. Training	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Provides training and suggests articles and books on effective team management.	Does little to build coaches' skills in classroom management.	1 Indifference

#### E. Management and External Relations

##### The Admin Director:

4 Highly Effective	3 Effective	2 Improvement Necessary	1 Indifference
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<b>a. Strategies</b>	Implements proven strategies (e.g., team teaching) that meet student's needs.	Suggests more strategies that might improve performance.	Shares with the school who for fear of alienating key stakeholders.
<b>b. Scheduling</b>	Creates an equitable, reasonable transportation schedule that maximizes learning, collaboration, and smooth transitions.	Creates a schedule with some flaws and few opportunities for effective use of resources.	Creates a schedule with inequities, teach load, stress, and little time for athletic team events.
<b>c. Athletic Staff</b>	Lends staff to ensure effective, creative use of space and a clean, safe, and inviting athletic department area.	Suggeres staff to keep the department clean, equipment and uniforms clean, attractive, and safe.	Works with staff to keep the department even clean and safe, but there are established lapses.
<b>d. Transparency</b>	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.
<b>e. Budget</b>	Strategically manages the budget and finances to maximize student achievement and staff growth.	Manages the athletic program's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.
<b>f. Compliance</b>	Publish all compliance & reporting requirements and creates new opportunities to support the athletic program and student athletes.	Publishes compliance and reporting requirements.	Makes minimum compliance and reporting requirements with minimal lapses.
<b>g. Resources</b>	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources (e.g., grant money) into the school.	Is negligent in working with the standard school budget, which doesn't cover expenses.
<b>F. Key Duties and Responsibilities</b>		<b>1. Leadership</b>	<b>2. Management/Necessity</b>
<b>The Athlete Director:</b> <b>4 Major Duties:</b>		<b>3. Effective</b>	<b>4. Highly Effective</b>
<b>a. Student Health and Safety</b>	Conducts detailed and individualized assessment of student athlete health/safety needs to contribute to athletic program planning. Plans for emergency situations have been developed for many situations. Athletes and coaches/staff have learned their responsibilities in case of emergencies.	Assesses student athlete health and wellness needs reflected. Plans for emergency situations have been developed for the most frequently occurring situations but not others.	Does not assess student athlete needs, or the assessments result in incorrect conclusions. Has no contingency plans for emergency situations.

<b>b. Managers Facilities to Ensure Health and Safety</b>	<p>Staff and coaches are proactive; they recognize and are involved in and may initiate solutions for improving student health and safety. Creates school-wide awareness to enhance the welfare of all members of the learning community share this responsibility.</p>	<p>Initiates discussions with appropriate parties to create a shared responsibility for the students' health and safety. Works closely with operational staff to enhance the athletic facilities and proactively implements appropriate security measures for students/coaches/staff.</p>	<p>Requests facilities input and information to ensure the health and safety of students/faculty/staff, and to enhance the learning environment.</p>
<b>c. Media and Public Relations</b>	<p>Effectively advocates for the athletic program and student athletes, stakeholders and concerns of institutions and affinity represents the program in a positive way. Prepares coaches and athletes for interactions with the media.</p>	<p>Serves as an advocate for the athletic program and student athletes to build and maintain positive relationships with the public.</p>	<p>Understands the importance of maintaining responsive relationships between institutions and representatives to form the media's perception of the institution.</p>
<b>d. Events Manager</b>	<p>Proactively and efficiently organizes event(s) clearly defining staff authority to ensure smooth delivery for all stakeholders involved.</p>	<p>Provides leadership and general direction to the event staff. Plans event(s) including facilities set-up, operational planning involving the host facility and all visitors.</p>	<p>Details of event(s) are not organized in a timely manner. Staff members may not know their role for the event(s).</p>
<b>e. Sports Coordinator</b>	<p>Effectively develops schedules, rates, clinics and privately communicates with sport administrators. Always available at post-season tournaments.</p>	<p>Maintains current leagues standings and submits final standings.</p>	<p>Develops league activities, clinics and tournaments and updates league rules annually. Has pre- and post-season meetings with coaches and officials.</p>
<b>f. Conflict Management and Resolution</b>	<p>Motivates staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. Maintains condition to ensure the best interests of student athletes under the work unit.</p>	<p>Resolves work unit or programme-based problems/contests in a fair, democratic way. Provides opportunities for stakeholders to express opinions openly to those of authority or is unable to potentially discuss issues.</p>	<p>Documents instances of potential problems and/or areas of conflict within the work unit or programme.</p>

possibly discarded later.

**Assistant Principal/Athletic Director Evaluation  
Summative Rating Form**

**Assistant Principal Name:** \_\_\_\_\_  
**Principal** \_\_\_\_\_  
**Date Completed:** \_\_\_\_\_  
**End** \_\_\_\_\_

**Mid-Year \_\_\_\_\_ or Year**

<b>Domain Rating:</b> Domain 1: Teacher Effectiveness: Comments	<b>Domain Rating:</b> Domain 2: Leadership Actions: Comments	<b>Domain Rating:</b> Domain 3: School Culture: Comments	<b>Domain Rating:</b> Domain 4: Athletic Department Leadership: Comments	<b>Domain Rating:</b>
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<b>Domain</b>	<b>Domain Weight</b>	<b>Summative Rating</b>	<b>Weighted Value</b>
Domain 1: Teacher Effectiveness	15%		
Domain 2: Leadership Action	15%		
Domain 3: School Culture	15%		
Domain 4: Athletic Department Leadership	45%		
Domain 5: School Performance (A-F Letter Grade)	10%		
			<b>Total Rating</b>

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION  
ASSISTANT PRINCIPAL / ATHLETIC DIRECTOR EVALUATION PLANS**

- 1. The Adams Central High School Athletic Director will be evaluated annually by the high school principal. The Principal will meet with the Athletic Director mid-year to provide formative review, and will complete domains 1-4 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade becomes available.**
- 2. The Adams Central Elementary Assistant Principal will be evaluated annually by the elementary school principal. The Principal will meet with the Assistant Principal mid-year to provide formative review, and will complete domains 1-3 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade become available.**
- 3. The weighting of the above domains to determine the overall effectiveness of the Assistant Principal and/or Athletic Director will be as follows:**

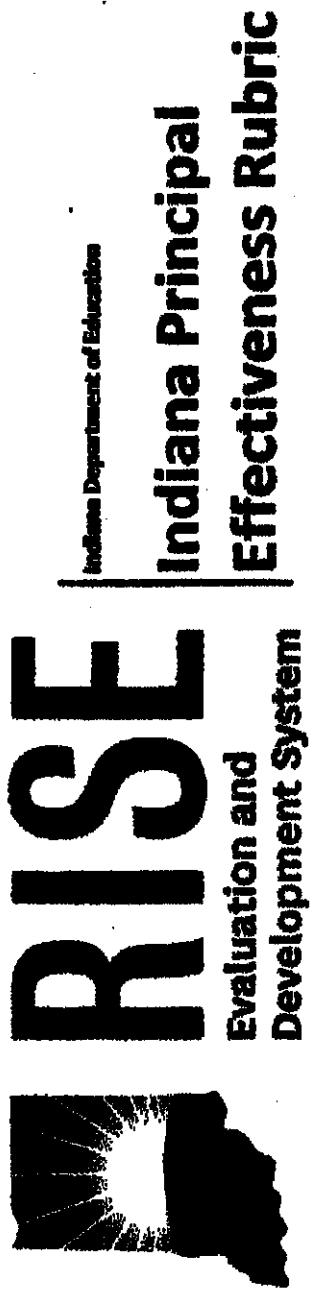
	<b>Athletic Director</b>	<b>Assist Principal</b>
a. Domain 1: Teacher Effectiveness	15%	30%
b. Domain 2: Leadership Actions	15%	30%
c. Domain 3: School Culture	15%	30%
d. Domain 4: Athletic Department	45%	n/a
e. Domain 5: School Performance	10%	10%

## **APPENDIX C**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**PRINCIPAL**

**\*UPDATE FALL 2018**



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## Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

- To Show a Spotlight on Great Leadership: The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
- To Provide Clear Expectations for Principals: The rubric defines and prioritizes the actions that effective principals must engage in to lead high-through-growth in student achievement.
- To Support a Fair and Transparent Evaluation of Effectiveness: The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

Who developed the Principal Effectiveness Rubric?

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

What research and evidence support the Principal Effectiveness Rubric?

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

- Achievement First's Professional Growth Plan for School Principals
- CHAMPS's *Hallmarks of Excellence in Leadership*
- City Charterer's *Outstanding Class*
- Discovery Education's *Vanguard Assessment of Leadership in Education (VAL-E)*
- Doug Reeves' *Leadership Performance Matrix*
- Dallas's *Principal Insights*
- ISAC's *Educational Leadership Policy Standards*
- The Marshall's *Principled Leadership Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Teacher's *Top Ten Readiness Models*
- National Board's *Accomplished Practitioner Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Transformed Leader Competencies*
- Todd Whitaker's *Most Great Principals Do Openly*

How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

- Domain 1: Teacher Effectiveness
- Domain 2: Leadership Actions

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

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

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

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

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

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

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

1. **Trusting and supporting Administrators**: Administrators responsible for the evaluation of principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Assessing effectively**: The administration of principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Create distributional justice**: If the rubric is implemented effectively, ineffective ratings will not be automatic, surprising, or without clear justification. The performance distribution of principals must be clearly justified and a vehicle established to decline evaluations handed if results are inflated.
4. **Guideline consistency**: Benefits from the principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how principals are assigned and retained, how principals are compensated and advanced, what professional development principals receive, and when and how principals are dismissed.

<sup>1</sup> Influenced by The New Teacher Project's The Worthy Generation

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



	<p>Advising members and staff from the Ministry of Education or Ministry of Natural Resources on the development of the Ontario Parks Act.</p> <p>Advising members and staff from the Ministry of Education or Ministry of Natural Resources on the development of the Ontario Parks Act.</p>
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	<p>Advising members and staff from the Ministry of Education or Ministry of Natural Resources on the development of the Ontario Parks Act.</p> <p>Advising members and staff from the Ministry of Education or Ministry of Natural Resources on the development of the Ontario Parks Act.</p>

3. Which indicator of ministry resources shows its ability of leader to make these decisions?  
Final - 07/07/2012





## Domain 2: Leadership Actions

Great schools are built on the foundation of making decisions to raise student achievement and other teacher effectiveness. Great leadership actions are critical to achieving transformational results: (1) nurturing the potential of teacher that sets the tone for all student and adult relationships in the school; (2) leading and collaborating with one another and (3) developing a school wide culture of criticism that is aligned to the school's vision of success for every student.

Performance Standard	Description	Principled Approach to professional learning	Principled Approach to professional learning
2.1.1 <b>Leading &amp; guiding the culture for learning, growth, and success</b>	<ul style="list-style-type: none"> <li>- Fostering professional, ethical, and responsible behavior at all times;</li> <li>- Encouraging students and colleagues to display professional, ethical, and respectful behavior at all times;</li> <li>- Communicating personal and the community's core values, aspirations, and expectations to students and colleagues to display professional, ethical, and responsible behaviors at all times;</li> </ul>	<ul style="list-style-type: none"> <li>- Building on school professionalization and shared leadership of professional development to enhance by year acting counter to those expectations;</li> <li>- Continuously matching students and colleagues to professional, ethical, and responsible behaviors at all times;</li> </ul>	<ul style="list-style-type: none"> <li>- Building on school professionalization and shared leadership of professional development to enhance by year acting counter to those expectations;</li> <li>- Continuously matching students and colleagues to professional, ethical, and responsible behaviors at all times;</li> </ul>
2.1.2 <b>Ensuring time and attention for learning, growth, and success</b>	<ul style="list-style-type: none"> <li>- Ensuring a range of learning opportunities for participating students, teachers, and staff;</li> <li>- Establishing priorities and responsibilities that align with the highest leverage on student achievement;</li> <li>- Monitoring use of time and identify areas that are not effectively utilized;</li> </ul>	<ul style="list-style-type: none"> <li>- Establishing priorities and responsibilities that align with the highest leverage on student achievement;</li> <li>- Continuously prioritizing activities that align with the highest leverage on student achievement;</li> </ul>	<ul style="list-style-type: none"> <li>- Establishing priorities and responsibilities that align with the highest leverage on student achievement;</li> <li>- Continuously prioritizing activities that align with the highest leverage on student achievement;</li> </ul>
2.1.3 <b>Using research to inform, shape, and implement</b>	<ul style="list-style-type: none"> <li>- Relating to a principle of using the evidence for learning and additional:</li> <li>- Identifying processes to test and evaluate validity, accuracy, validity, and utility priorities and objectives;</li> <li>- Monitoring use of time and identify areas that are not effectively utilized;</li> <li>- Using research to inform, shape, and implement:</li> </ul>	<ul style="list-style-type: none"> <li>- Actively seeking, testing, and evaluating new approaches that do not actively test and evaluate;</li> <li>- Actively seeking, testing, and evaluating new approaches that do not actively test and evaluate;</li> </ul>	<ul style="list-style-type: none"> <li>- Actively seeking, testing, and evaluating new approaches that do not actively test and evaluate;</li> <li>- Actively seeking, testing, and evaluating new approaches that do not actively test and evaluate;</li> </ul>

		<p><b>Principles of effective teaching and learning</b></p> <ul style="list-style-type: none"> <li>- Attaching meaning, but not at expense of skills;</li> <li>- Community action on behalf of voluntary representatives that contribute to school success;</li> <li>- Occasional action on behalf of students in holding results;</li> <li>- Minor consulting potential partners;</li> </ul>
		<p><b>Principles of effective teaching and learning</b></p> <ul style="list-style-type: none"> <li>- Attaching meaning, but not at expense of skills;</li> <li>- Community action on behalf of voluntary representatives that contribute to school success;</li> <li>- Occasional action on behalf of students in holding results;</li> <li>- Minor consulting potential partners;</li> </ul>
2.3.3	<b>Intended and performed</b>	<p><b>At least 4.5 participants from the community for Level 2 and above:</b></p> <ul style="list-style-type: none"> <li>- Encouraging typical expectations to incorporate additional goals;</li> <li>- Routinely identifying characteristics, and acknowledging the schools most significant characteristics to student achievement;</li> <li>- Engaging with key stakeholders at the district and state level, and within the local community to create solutions to our schools' most significant challenges to student achievement.</li> </ul>

22.1	22.2	22.3
22.1	22.2	22.3
22.1	22.2	22.3
22.1	22.2	22.3
22.1	22.2	22.3

2.3.1 Data analysis	<p><b>At Level 4, a problem statement is elicited for Levels 3 and identified.</b></p> <p>Uncovering contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p> <p>Characterizing a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>Identified contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p> <p>Characterizing a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>Identified contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p> <p>Characterizing a culture in which students are able to clearly articulate their diverse personal academic goals.</p>
2.3.2 Analysis	<p><b>At Level 5, a problem statement is elicited for Levels 4 and identified.</b></p> <p>Characterizing to monitor the progress made by students in meeting their academic goals and their grade related achievement.</p>	<p>Identified contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p>	<p>Identified contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p>
2.3.3 Data analysis	<p><b>At Level 6, a problem statement is elicited for Levels 5 and identified.</b></p> <p>Data used as basis of decision making is communicated and communicated to all stakeholders.</p> <p>Identifying the use of data in formulating action plans to identify areas where additional data is needed.</p>	<p>Identified contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p>	<p>Identified contributing institutions and other parties, gauge into the established, and support of high academic and behavior expectations; performance of the school's students; supporting students; and implementation of student's needs and behaviors; and teacher's responsibilities.</p>

## **APPENDIX D**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**SUPERINTENDENT**

## **APPENDIX D**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**SUPERINTENDENT**

Indicator		Evidence		
	Indicator	Evidence	Evidence	Evidence
1.1	The superintendent effectively assesses, hires, assigns, and retains school leaders.	The superintendent creates a professional development system for school leaders based on strengths and needs.		
1.2		The superintendent identifies and recruits emerging leaders to assume key leadership responsibilities.		
1.3		The superintendent provides evidence of delegation and trust in educators.		
1.4		The superintendent provides formal and informal feedback to the administrative team with the collective purpose of supporting individual and organizational growth.		
1.5				
2.1		The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.		
2.2		The superintendent uses data to make evidence-based instructional decisions.		
2.3		The superintendent actively solicits and uses feedback and input from all key stakeholders in order to refine practices.		

<b>3.1</b>	The supervisor models positive attitudes, and expected behaviors at all times and expects the same behavior from others.						
<b>3.2</b>	The supervisor models appropriate times and situations using the effective leadership skills.						
<b>4.1</b>	The supervisor actively engages in communication with parents and staff.						
<b>4.2</b>	The supervisor takes initiative for change and improvement throughout the school community.						
<b>4.3</b>	The supervisor initiates relationships that result in the supervisor's involvement in improving the public in communities it serves.						
<b>4.4</b>	The supervisor actively engages the school board informed on issues, needs, and the overall operations of the school corporation.						
<b>4.5</b>	The supervisor actively engages the school board in activities and dialogue with school board members.						
<b>4.6</b>	The supervisor actively participates the school board with a mission agenda and brings positive and material factors back toward						
<b>5.1</b>	The supervisor ensures that all students have full and equitable access to educational programs, opportunities, and support systems.						
<b>5.2</b>							
<b>5.3</b>							

5.4	<p>The superintendent expects buildings, facilities to build productive and respectful relationships with parents/guardians and engage them in their child's learning.</p> <p><b>6.0 Organizational, Operational, and Resource Management</b></p> <p>The superintendent makes organizational decisions related to the organization's culture, mission, and values. The superintendent uses common factors in his/her decision-making, including specific references to internal and external cues on student achievement and objectives, data on community, teaching practices, and accountability measures.</p> <p>The superintendent ensures the efficient and effective production in technology, facilities, and services.</p> <p>The superintendent oversees the use of resources for the academic, extracurricular, and effective operation of the school.</p> <p>The superintendent's physical plant, equipment, and auxiliary services (-ie food service, custodial services, transportation).</p> <p>The superintendent provides support for school staff.</p> <p>The superintendent maintains positive relationships with legal entities.</p>	6.1	6.2	6.3	6.4	6.5
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## **APPENDIX E**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**SPEECH PATHOLOGIST**

**Rubric for Evaluating and  
Enhancing Professional Practice:  
Designed Primarily for Speech Language  
Pathologists  
and  
Speech Language Pathology Assistants**

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## SPEECH LANGUAGE PATHOLOGIST EFFECTIVENESS RUBRIC

**DOMAIN 1: PURPOSEFUL PLANNING**

Competency	Entry Behavior (0)	Excellence (3)	Intermediate (1)
1.01 <b>Uses current and comprehensive Content Specialty Area knowledge for planning</b>	<p>As well as assessing all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>• Displays knowledge of evidence based practices related to the teaching assignment and/or specialty area.</li> <li>• Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning.</li> <li>• Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching.</li> <li>• Provides planning that reflects understanding of general education curriculum.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>• assesses few or none of the effective elements.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>• assesses most, but not all of the effective elements.</li> </ul>

	<b>Competencies</b>	<b>Identify Effective (6)</b> As well as meeting all of the effective elements, the school professional:	<b>Effective (3)</b> The school professional:	<b>Needs Improvement (3)</b> The school professional meets most, but not all of the effective elements.	<b>Ineffective (1)</b> The school professional meets few or none of the effective elements.
1.02	Uses current and appropriate practices and procedures for screening	<p>Provides strategies/resources to SLPs/references for those students who do not qualify</p> <p>-or-</p> <p>Develops a tracking system for follow-up screenings for one year.</p>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Administrator, scores, analyzes and interprets results of screening protocols accurately.</li> <li>Makes appropriate recommendations with regard to future testing.</li> </ul> <p>Communicates results to parents, SLPs in a timely manner.</p>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Administrator, scores, analyzes and interprets results of screening protocols accurately.</li> <li>Makes appropriate recommendations with regard to future testing.</li> </ul> <p>Communicates results to parents, SLPs in a timely manner.</p>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Administrator, scores, analyzes and interprets results of screening protocols accurately.</li> <li>Makes appropriate recommendations with regard to future testing.</li> </ul>
1.03	Gathers appropriate information prior to determining evaluation procedures	<p>Includes all pertinent screening information into the body of evaluation report.</p>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Administrator, scores, analyzes and interprets results of screening protocols accurately.</li> <li>Makes appropriate recommendations with regard to future testing.</li> </ul> <p>Administrator, scores, analyzes and interprets results of screening protocols accurately.</p> <p>Administrator, scores, analyzes and interprets results of screening protocols accurately.</p>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Administrator, scores, analyzes and interprets results of screening protocols accurately.</li> <li>Makes appropriate recommendations with regard to future testing.</li> </ul> <p>Administrator, scores, analyzes and interprets results of screening protocols accurately.</p> <p>Administrator, scores, analyzes and interprets results of screening protocols accurately.</p>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Administrator, scores, analyzes and interprets results of screening protocols accurately.</li> <li>Makes appropriate recommendations with regard to future testing.</li> </ul>

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Inadequate (1)
1.04 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.  Uses strategies and tools that are age appropriate and related to the referral question(s).	The school professional:  Meets few or none of the effective elements.	The school professional:  Meets few or none of the effective elements.
1.05 Uses Appropriate Evaluation Procedures	As well as meeting all of the effective elements, the school professional:  Supplements standardized measures with:  -classroom observations -curriculum based activities -other educationally relevant measures that are aligned with academic standards.	The school professional:  Familiarly administers tests accurately and according to the directions outlined by the test.  Scores data from standardized assessment and other sources accurately.	The school professional:  Scores data from standardized assessment and other sources accurately.	The school professional:  Appropriately analyzes and interprets information from standardized assessment and other measures.

Competencies	Highly Effective (4)	Effective (3)	
		Needs Improvement (2)	Ineffective (1)
1.03 Integrative Results and Native Placement/Service Recommendations	<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Provides information to classroom SLPs and isolates the potential impact on classroom learning.</li> </ul>	<p>The school professional integrates all results from the evaluation process and develops clear diagnostic impressions.</p> <p>Collaborates with members of the Case Conference Committee to:</p> <ul style="list-style-type: none"> <li>• Synthesize evaluation information</li> <li>• Determine the presence and severity of a disability</li> <li>• Determine eligibility for speech and language services</li> </ul> <p>Clearly communicates results using understandable terminology to all case conference participants.</p>	<p>The school professional meets most, but not all of the effective elements.</p>

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

			Effective (3)	Ineffective (0)
			The school professional uses most, but not all of the effective elements.	The school professional uses few or none of the effective elements.
2.01	Changes scheduling of sessions and grouping of students	<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Attempts to group students by age/grade level and disorder.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Efficiently manages substitutes to minimize interrupt general and curricular instruction.</li> <li>Appropriately groups students to maximize instructional time.</li> <li>Adjusts schedule as needed to meet time provisions of EP.</li> </ul>	<p>The school professional uses most, but not all of the effective elements.</p>
2.02	Prepares for effective service delivery	<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Develops strategies for student successful participation in the classroom curriculum.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Prepares for intervention sessions thoroughly by:</li> <li>Organizing materials</li> <li>Selecting/staging materials, equipment, devices to meet student needs</li> <li>Incorporating academic/intervention strategies to achieve communication goals.</li> </ul>	<p>The school professional uses few or none of the effective elements.</p>

Competency	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
	As well as meeting all of the effective elements, the school professional:	The school professional:	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
2.03 Implement appropriate progress monitoring procedures	Includes student in review of data and monitoring own progress.	Collects, interprets and uses data to measure progress and drive instruction.  Matches appropriate interventions to data.	Modifies instruction based on frequent progress monitoring.	The school professional meets few or none of the effective elements.
2.04 Promotes Generalization Across Settings	As well as meeting all of the effective elements, the school professional:	The school professional:	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)
			The school professional uses most, but not all of the effective elements.	The school professional uses few or none of the effective elements.
2.05 Develops Student Understanding of Lesson Objectives	<p>As well as meeting all of the effective elements, the school professional:</p> <p>Students can explain what they are learning and why it is important, beyond repeating the stated objective.</p> <p>Strategies engage prior knowledge of students in connecting to lesson.</p> <p>Students demonstrate through work or comments that they understand the connection.</p>	<p>The school professional:</p> <p>Lesson objective is connected to students in a way to understand terms, clearly articulating what they will be able to do by the end of the lesson.</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning.</p> <p>Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students.</p>	<p>The school professional:</p> <p>Imports most, but not all of the effective elements.</p>	<p>The school professional imports few or none of the effective elements.</p>
2.06 Uses strategies that promote student engagement	<p>As well as meeting all of the effective elements, the school professional:</p> <p>Integrates a variety of current therapeutic strategies gained from professional development activities</p> <p>-or-</p> <p>Uses and teaches technology/CCC devices.</p>	<p>The school professional:</p> <p>Provides lessons that propose at an appropriate pace to maintain engagement.</p> <p>Reassess and rephrase instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses.</p> <p>Provides consistent feedback and provides multiple opportunities for student participation.</p>	<p>The school professional imports most, but not all of the effective elements.</p>	<p>The school professional imports few or none of the effective elements.</p>

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
2.07 Create Culture of Respect and Collaboration	As well as meeting all of the effective elements, the school professional:	The school professional:		

**DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES**

<b>Competency</b>	<b>Key Criteria (4)</b>	<b>Criteria (5)</b>	<b>Needs Improvement (6)</b>	<b>Ineffective (7)</b>
3.01 <b>Advances Professional Skills And Knowledge</b>	<p>As well as ensuring all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Regulates, shares newly learned knowledge and practices with others</li> <li>→</li> <li>Shares out opportunities to lead professional development sessions.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Actively creates opportunities to improve knowledge and practice</li> <li>Shares out ways to implement new practices into instruction, where applicable.</li> <li>Provides constructive feedback to improve practice.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Shares out, but not all of the effective elements.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Meets few or none of the effective elements.</li> </ul>
3.02 <b>Advocates for Student Success</b>	<p>As well as ensuring all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Displays commitment to the education of all the students in the school</li> <li>→</li> <li>States changes and takes steps to ensure student success.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Displays commitment to the education of all higher students.</li> <li>Provides IEP information to all teachers involved with student.</li> <li>Advocate for students' individualized needs.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Meets most, but not all of the effective elements.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Meets few or none of the effective elements.</li> </ul>

Competencies	Fidelity Element (a)	Effectiveness (g)	Narrative Improvement (f)	Indicators (i)
				The school professional uses most, but not all of the effective elements.
3.03 Engages Families in Student Learning	As well as meeting all of the effective elements, the school professional:	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Proactively reaches out to parents in a variety of ways to engage them in student learning.</li> <li>Responds promptly to contact from parents.</li> <li>Engages in all forms of parent outreach required by the school.</li> </ul>	<p>The school professional uses most, but not all of the effective elements.</p>	<p>The school professional uses most, but not all of the effective elements.</p>
3.04 Manages Cases/As appropriate	As well as meeting all of the effective elements, the school professional:	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Maintains others in appropriate management of caseload.</li> </ul>	<p>The school professional uses most, but not all of the effective elements.</p>	<p>The school professional uses most, but not all of the effective elements.</p>

Competencies	Promote Structure (4)	Effective (3)	Needs Improvement (2)	Inadequate (1)
3.05 <b>fulfills all documentation/framework requirements</b>	As well as meeting all of the effective elements, the school professional:	The school professional: Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student files.	The school professional: Meets most, but not all of the effective elements.	The school professional: Meets few or none of the effective elements.
	Filing is completed weekly and organized in a manner that provides for immediate accessibility.	Complies with SSACSS documentation procedures including the completion of IEPs, and the submission of CH-21s and Medicaid claims in a timely manner.	Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on created.	The school professional: Meets most, but not all of the effective elements.

Competences	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.07 Collaborates with others to promote student success	As well as meeting all of the effective elements, the school professional: Serves as a voluntary mentor to peers.	The school professional: Communicates all necessary information to administration. Collaborates with other professionals in matters relevant to case load. Maintains professionalism during interaction with colleagues and others.	The school professional: Meets most, but not all of the effective elements.	The school professional: Meets few or none of the effective elements.
3.08 Organizes systems for carrying out SLP/LPA responsibilities	As well as meeting all of the effective elements, the school professional: Takes on additional responsibilities to assist with case load obligations of peers, student or on leave.	The school professional: Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP.  Prioritizes work load.  Organizes workspace, materials and equipment to maximize institution.		

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
<b>S.08 Contribution to the School, District and/or Co-op</b>	<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Takes initiative and provides leadership in promoting a productive and collegial climate.</li> <li>Volunteers to participate in school and SSJCSS communications and/or projects, making a significant contribution by assuming a leadership role.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Provides support and cooperation that characterizes relationships with colleagues.</li> <li>Upholds all of the policies and procedures of the assigned school and SSJCSS.</li> <li>Volunteers to participate in school or SSJCSS communications projects, and actively participates.</li> <li>Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful.</li> </ul>	<p>The school professional meets most, but not all of the effective elements.</p>	<p>The school professional meets few or none of the effective elements.</p>
<b>S.10 Communicative professionalism</b>			<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Responds to communication and the processing of information within 24 hours on a routine basis.</li> <li>Provides communication that is handled with professionalism and sensitivity.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.</li> <li>All responses to inquiries or requests are handled in a timely manner, usually within 48 hours.</li> <li>All appropriate personnel are properly informed about changes in students, staff or programming.</li> <li>Communication is clearly written and grammatically correct.</li> </ul>

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
3.11 <b>Facilitates Others' Awareness of communication disorders</b>	As well as meeting all of the effective elements, the school professional: <ul style="list-style-type: none"> <li>Provides training on communication disorders for peers, parents and/or students.</li> <li>Provides resources to classroom professionals.</li> </ul>	The school professional: <ul style="list-style-type: none"> <li>Provides developmental guidelines to general education teachers and offer to parents when appropriate.</li> <li>Shares information on communication disorders with peers and offer information to parents and students.</li> </ul>	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
3.12 <b>Seeks professional growth and learning opportunities to advance own knowledge and skills</b>	As well as meeting all of the effective elements, the school professional: <ul style="list-style-type: none"> <li>Enrolls additional hours or advanced degrees in the field -or-</li> <li>Goes above and beyond to assist others with their professional growth (providing incentives often hours, volunteer to mentor or coach, etc.)</li> </ul>	The school professional: <ul style="list-style-type: none"> <li>Identifies needs and develops a plan for continuing education.</li> <li>Responds to Supervisor suggestions for professional growth.</li> </ul>	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)	Ineffective (1)
3.13 Completes all Case Conference Set Up Responsibilities appropriately	<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.</li> </ul>	<p>The school professional:</p> <ul style="list-style-type: none"> <li>Students and/or Case Conference notices are entered appropriately into the IEP system prior to conference.</li> <li>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.</li> <li>Case conferences are set up prior to the expiration date of IEP.</li> </ul>	<p>The school professional meets few or none of the effective elements.</p>
3.14 Manages family participation in case conference	<p>As well as meeting all of the effective elements, the school professional:</p> <ul style="list-style-type: none"> <li>Takes the lead when necessary to keep case conference on track.</li> <li>Defuses contentious situations during the case conference.</li> <li>As chair, runs the meeting efficiently while showing opportunity for all to participate.</li> </ul>	<p>The school professional brings all appropriate records and documents to case conference.</p> <p>Motivating, understandable and efficiently participates in the case conference.</p> <p>Facilitates parent participation.</p> <p>Assists with completing the IEP as needed.</p> <p>When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed.</p>	

Competencies	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Inadequate (1)
3.15 Develops IEP's based on individual student needs and are completed using appropriate procedures	As well as meeting all of the effective elements, the school professional's:	Goals are measurable and clearly written and based on present levels of performance.	The school professional meets most, but not all of the effective elements.	The school professional meets few or none of the effective elements.
	Volunteers to train and assist others in the use of the IEP system.	Volunteers to review and evaluate IEP's.	Provides IEP's that stand up during due process scrutiny.	

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

Indicator	Meets Standard	Does Not Meet Standard
1      Attendance	School Professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant 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.
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 failing to follow state, co-op, and school corporation laws, policies and procedures (including compliance with Article 7 timelines).
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 interact with students, colleagues, administrators, parents/families, and community members in a respectful manner.
4      Respect	School Professional interacts with students, colleagues, administrators, parents/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parents/families, and community members in a disrespectful manner.
5      Ethical	School Professional performs the function of the job in an ethical manner and maintains confidentiality at all times.	School Professional performs the function of the job in an unethical manner and breaks confidentiality requirements.

Each row has one  
out of three different  
grades a 2,  
demonstrates true total  
grade.

## **APPENDIX F**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**SPECIAL EDUCATION TEACHER**

**INDIANA SPECIAL  
EDUCATION TEACHER  
EFFECTIVENESS RUBRIC**

## DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies	Highly Effective (4)	Effective (3)	Improvement (2)	Ineffective (1)
1.1 Utilize Assessment Data to Plan	<p>At Level 4, a teacher defines the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>-Incorporates differentiated instructional strategies in planning to work every student at his/her level of understanding</li> <li>-At Level 4, a teacher defines the criteria for Level 3 and additionally:</li> <li>-Plans an ambitious annual student achievement goal</li> </ul>	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> <li>-Achievement goals, unit plans, AND lesson plans</li> <li>-Use multiple assessments to determine ILO/P</li> </ul> <p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> <li>-Measurable;</li> <li>-Aligned to content standards; AND</li> <li>-Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul> <p>-Needs defined as ILO/P are aligned to goals</p>	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> <li>-Achievement goals, unit plans, OR lesson plans, but not all of the above</li> </ul> <p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> <li>-Measurable</li> </ul> <p>The goal may not:</p> <ul style="list-style-type: none"> <li>-Align to content standards; OR</li> <li>-Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	<p>Teacher rarely or never develops achievement data when planning</p>
1.2 Set Ambitious and Measurable Achievement Goals				
1.3 Develop Standards-Based Unit Plans and Assessments		<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> <li>-Identifying content standards that students will master in each unit</li> <li>-Creating assessments before each unit begins for backwards planning</li> <li>-Allocating an appropriately appropriate amount of time for each unit</li> <li>-ILO/P goals aligned to state standards</li> </ul>	<p>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</p> <p>Teacher may not:</p> <ul style="list-style-type: none"> <li>-Create assessments before each unit begins for backwards planning</li> <li>-Allocates an inappropriately appropriate amount of time for each unit</li> </ul>	

14 <b>Create Objective-Driven Lesson Plans and Assessments</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>-Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p><b>Based on unit plans, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>-Identifying lesson objectives that are aligned to state content standards</li> <li>-Adapting instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>-Designing formative assessments that measure student mastery and inform instruction</li> </ul> <p><b>Instruction based on IEP goals evidence that the IEP is being implemented across all settings</b></p>	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments</p>
15 <b>Track Student Data and Analyze Progress</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Uses daily checks for understanding for additional data points</li> <li>-Updates tracking system daily</li> <li>-Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>-Recording student successes/progress data</li> <li>-Analyzing student progress towards mastery and planning future learning needs accordingly</li> <li>-Maintaining a grading system aligned to student learning goals</li> </ul> <p><b>Teacher monitors progress on goals</b></p> <p><b>Student are kept current on changes in IEP</b></p>	<p>Teacher rarely or never uses a data tracking system in second student assessment/progress data under has no discernible grading system</p> <p>Teacher may not:</p> <ul style="list-style-type: none"> <li>-Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>-Have grading system that appropriately aligns with student learning goals</li> </ul>

## 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)	Ineffective (1)
Competency 2a1: Develop Student Understanding and Mastery of Lesson Objectives	<p><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul> <p><b>Teacher is effective at developing student understanding and mastery of lesson objectives</b></p>	<p><b>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</b></p> <p><b>Importance of the objective is explained to the students who they are learning</b></p> <p><b>Lesson builds on students' prior knowledge of key concepts and skills and makes this connection explicit to students</b></p> <p><b>Lesson is well-organized to move students toward mastery of the objective</b></p> <p><b>Lesson plan has integrated opportunities for all kinds of assessments (exit tickets, etc.)</b></p> <p><b>Clearly identifies objective</b></p> <p><b>TOR integrates relationship between lesson and IEP goals</b></p> <p><b>Teacher needs improvement at developing student understanding and mastery of lesson objectives</b></p>	<p><b>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</b></p> <p><b>There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</b></p> <p><b>Objective is stated, but not in a student-friendly manner that leads to understanding</b></p> <p><b>Teacher students explanation of importance of objective or there may not be a clear understanding amongst students as to why the objective is important</b></p> <p><b>Lesson generally does not build on prior knowledge of students or students fail to make this connection</b></p> <p><b>Organization of the lesson may not always be connected to mastery of the objective</b></p> <p><b>Lesson is disjointed and does not lead to mastery of objective</b></p> <p><b>Teacher is ineffective at developing student understanding and mastery of lesson objectives</b></p>

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 learning-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Moderate (3)	Ineffective (2)
<b>Competency 2-2:</b> <b>Clarity Communicating Content Knowledge to Students</b>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>Per Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher fully explains concepts in an direct and efficient manner as possible, while still achieving student understanding.</li> <li>-Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>-Explanations spark student engagement and interest in the content</li> <li>-Students participate in each other's learning of content through collaboration during the lesson</li> <li>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>-Teacher demonstrates content that is directly connected</i></p> <ul style="list-style-type: none"> <li>-Content occasionally lacks clarity and is not as well organized as it could be</li> <li>-Teacher may fail to relate or explain interactions in multiple ways to increase understanding</li> <li>-Teacher emphasizes key points or main ideas in content</li> <li>-Teacher uses developmentally appropriate language and explanations</li> <li>-Students participate in each other's learning of content through collaboration during the lesson</li> <li>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>-Teacher may deliver content that is actually incorrect</li> <li>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>-Teacher confuses with planned instruction, even when it is obvious that students are not understanding content</li> <li>-Teacher does not emphasize main ideas, and students are often confused about content</li> <li>-Teacher fails to use developmentally appropriate language</li> <li>-Explanations sometimes lack developmentally appropriate language</li> <li>-Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>

**Notes:**

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

Competency	Highly Effective (9)	Moderate (7)	Ineffective (0)
<b>Competency 2.b:</b> <b>Engage Students in Academic Content</b>	<p><b>Teacher is highly effective at engaging students in academic content.</b></p> <p><i>For Level 4, all of the evidence must under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Teacher provides multiple ways to engage with content that significantly promotes student mastery of the objective</li> <li>-Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do.</li> <li>-Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul> <p><b>Teacher is effective at engaging students in academic content.</b></p> <p><i>3/4 or more of students are actively engaged in content at all times and not off-task.</i></p> <ul style="list-style-type: none"> <li>-Teacher provides multiple ways of engaging with content, all aligned to the lesson objective</li> <li>-Teacher maintains the attention of the class by maintaining a dynamic presence</li> <li>-Ways of engaging with content reflect different learning modalities or intelligences</li> <li>-Teacher adapts lesson to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> </ul> <p><b>Teacher is ineffective at engaging students in academic content.</b></p> <p><i>Never than 3/4 of students are engaged in content and many are off-task.</i></p> <ul style="list-style-type: none"> <li>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objectives or mastery of content</li> <li>-Teacher does not differentiate instruction to support different learning modalities</li> <li>-Most students do not have the prerequisite skills necessary to fully engage in content, and teacher's attempt to modify instruction for those students is limited or not always effective</li> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<p><b>Teacher is highly effective at engaging students in academic content.</b></p> <p><i>Teacher provides engagement at engaging students in academic content.</i></p> <p><b>Teacher is effective at engaging students in academic content.</b></p> <p><i>Never than 3/4 of students are engaged in content and many are off-task.</i></p> <ul style="list-style-type: none"> <li>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objectives or mastery of content</li> <li>-Teacher does not differentiate instruction to support different learning modalities</li> <li>-Most students do not have the prerequisite skills necessary to fully engage in content, and teacher's attempt to modify instruction for those students is limited or not always effective</li> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<p><b>Teacher is ineffective at engaging students in academic content.</b></p> <p><i>Never than 3/4 of students are engaged in content and many are off-task.</i></p> <ul style="list-style-type: none"> <li>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objectives or mastery of content</li> <li>-Teacher does not differentiate instruction to support different learning modalities</li> <li>-Most students do not have the prerequisite skills necessary to fully engage in content, and teacher's attempt to modify instruction for those students is limited or not always effective</li> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>

**Notes:**

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presentations can best be represented by using engaging, confident, and assertive body language, tone, volume, and pausing.
3. Some observable evidence of engagement may include (but not be limited to): (a) writing of Charts to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lessons; 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 directly within P.D. activities.

Competency	Highly Effective (4) Teacher is highly effective at checking for understanding For Level 4, all of the evidence found under Level 3 is present, as well as some of the following:	Effective (3) Teacher is effective at checking for understanding	Improvement: Recovery (2) Teacher and improvement at checking for understanding	Initiative (1) Teacher is ineffective at checking for understanding
		-Teacher checks for understanding at almost all key moments (when describing is necessary to inform lesson going forward) and gives an accurate "pulse" of the class's understanding.	-Teacher asks enough questions during checks for understanding to monitor the lesson and respond accordingly	-Teacher may use a variety of methods to check for understanding when doing so would be helpful.
Check for Understanding	-Teacher uses open-ended questions to surface common misunderstandings and assess student memory of material at a range of both lower and higher-order thinking	-Teacher uses wait time effectively both after posing a question and before helping students think through a response	-Teacher doesn't allow students to "opt-out" of checks for understanding and gives back to them students	-Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments, but may not use this information to drive student and lesson planning

## Notes

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

Check for Understanding: demands up-front, cold-calling

Do Now!, Turn and Talk/Fix-It, Guided or Independent Practice, Exit Slips

Competency	Highly Effective (4)	Effective (3)	Ineffective (1)
Competency 2.5:  Modifying Instruction As Needed	<p>Teacher is highly effective at modifying instruction as needed</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and prescriptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without getting away from the flow of the lesson or losing engagement</li> </ul>	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instructions based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students understanding for all students</li> <li>- Teacher differentiates delivery of instruction based on checks for understanding and assessment does not diverge student needs to meet diverse student needs</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> </ul>	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>- Teacher rarely responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same techniques to respond to misunderstandings, even when it is not working</li> </ul>

#### Notes

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

Competency	Highly Effective (4) Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work.	Effective (3) Teacher is effective at developing a higher level of understanding through rigorous instruction and work.	Improvement Necessary (2) Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work.	Ineffective (1) Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work.
Develop Higher Level of Understanding through Rigorous Instruction and Work	<p>For Level 4, all of the evidence below under Levels 3 and 4 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>-Lesson is accessible and challenging to almost all students</li> <li>-Teacher frequently develops higher-level understanding through effective questioning</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>-Students are able to answer higher-level questions with meaningful responses</li> <li>-Students pose higher-level questions to the teacher and to each other</li> <li>-Teacher highlights examples of recent student work that meet high expectations; invites and motivates students to do it again if not great</li> <li>-Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected learning elements (e.g., extra credit or enrichment assignments)</li> </ul>	<p>Lesson is accessible and challenging to almost all students</p> <ul style="list-style-type: none"> <li>-Teacher frequently develops higher-level understanding through effective questioning</li> <li>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>-Students pose higher-level questions to the teacher and to each other</li> <li>-Teacher highlights examples of recent student work that meet high expectations; invites and motivates students to do it again if not great</li> </ul>	<p>Lesson is not always accessible or challenging for students</p> <ul style="list-style-type: none"> <li>-Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> </ul>	<p>Lesson is not aligned with developmental level of students (may be too challenging or too easy)</p> <ul style="list-style-type: none"> <li>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>-Teacher gives up on students easily and does not encourage them to persist through difficult tasks</li> </ul>
				<p>While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</p> <ul style="list-style-type: none"> <li>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>

Notes:

1. Examples of types of questions that can develop higher-level understanding:  
**Authentic Higher Levels of Inquiry** on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "cluster", "contrast", or "synthesis")  
 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 outcome.
2. Higher-level questions should stretch the higher-level student understanding. If it does not, credit should not be given.
3. Challenging tasks neither stretch a higher-level of understanding, and if successful, should be counted 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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<b>Competency 2.2:</b> <b>Maintain Instructional Time</b>	<b>Teacher is highly effective at maintaining instructional time:</b> For Level 4, all of the evidence items under Level 3 & 4 present, as well as some of the following:  -Routines, instructions, and procedures are well-established. Students know what they are expected 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 those 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 without major interruption to the lesson	<p><b>Teacher is ineffective at maintaining instructional time:</b></p> <ul style="list-style-type: none"> <li>-Students wait on-class and are aware of the consequences of arriving late (unmanaged)</li> <li>-Class starts on-time</li> <li>-Routines, instructions, and procedures are well-established. Students know what they are expected to be doing and when without prompting from the teacher.</li> <li>-Students are only ever not engaged in meaningful work for brief periods of time (the interrupt, during attendance)</li> <li>-Teacher disrupts times between parts of the lesson (especially so as best to let students moments intimacy of objective)</li> <li>-All students are on-task and follow instructions of teacher without much prompting</li> <li>-Disruptive behaviors and off-task conversations are rare. When they occur, they are always addressed without major interruption to the lesson without major interruption to the lesson</li> </ul>	<p><b>Teacher is ineffective at maintaining instructional time:</b></p> <ul style="list-style-type: none"> <li>-Some students consistently arrive late (unmanaged) for class without consequences</li> <li>-Teacher may frequently start class late</li> <li>-There are few or no explicit routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>-There are significant periods of time in which students are not engaged in meaningful work</li> <li>-Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>-Disruptive behaviors and off-task conversations are common and frequently occur due to student's own actions or inactions to the lesson</li> <li>-Classroom management is generally poor and wastes instructional time</li> </ul>
			<p><b>Notes:</b></p> <ol style="list-style-type: none"> <li>1. The overall indicator of success here is that openness, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.</li> <li>2. If a teacher is working hard as 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.</li> </ol>

Competency	Highly Effective (4) Teacher is Highly effective at creating a classroom culture of respect and collaboration	Effective (3) Teacher is effective at creating a classroom culture of respect and collaboration	Ineffective (1) Teacher is ineffective at creating a classroom culture of respect and collaboration
Competency 2.3: <b>Create Classroom Culture of Respect and Collaboration</b>	<p><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>-Students are involved in the academic success of their peers as evidenced by uninterrupted collaboration and assistance</li> <li>-Students reinforce positive character and behavior and use consequences appropriately to discourage negative behavior</li> <li>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> <li>-Evidence of instruction on behavior goals across all settings</li> <li>-Evidence of implementation of positive behavior management plan</li> <li>-Environment supports all to succeed</li> </ul>	<p><b>Students are responsible of their teacher and peers</b></p> <ul style="list-style-type: none"> <li>-Students are given opportunities to collaborate and support each other in the learning process</li> <li>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> <li>-Evidence of instruction on behavior goals across all settings</li> <li>-Evidence of implementation of positive behavior management plan</li> </ul>	<p><b>Teacher is ineffective at creating a classroom culture of respect and collaboration</b></p> <ul style="list-style-type: none"> <li>-Students are generally suspicious of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>-Students are given opportunity to collaborate OR during those times do not work well together even with teacher intervention</li> <li>-Teacher rarely or never praises positive behavior</li> <li>-Teacher rarely or never addresses negative behavior</li> <li>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>

Note:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be assigned at Level 1 for this standard.
2. Elementary school teachers must frequently will, and are sometimes required to have, expectations, rewards, and consequences provided visibility in the classroom. Whether or not these are visibly printed, 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	Effectiveness (1)		Effectiveness (2)		Effectiveness (3)	
	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 sets high expectations for students of all levels	Teacher sets high expectations for students of all levels	Teacher is ineffective at setting high expectations for academic success.
<b>Competency 2.5:</b> <b>Set High Expectations for Academic Success</b>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"><li>-Students participate in forming academic goals for themselves and enjoying their progress</li><li>-Students demonstrate high academic expectations for themselves</li><li>-Students communicate and discuss the importance of their work and why it is important</li></ul>	<ul style="list-style-type: none"><li>-Teacher sets high expectations for students of all levels</li><li>-Students are invested in their work and value academic success as evidenced by their effort and quality of their work.</li><li>-The classroom is a safe place to take on challenges and risk. Failure (students do not feel shy about asking questions or feel about answering incorrectly)</li><li>-Teacher celebrates and displays high quality academic work</li></ul>	<ul style="list-style-type: none"><li>-Teacher may set high expectations for some, but not others</li><li>-Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li><li>-Some students may be afraid to take on challenges and risk failure (students to ask for help when needed or give up easily)</li><li>-Teacher may praise the academic work of some, but not others</li><li>-High quality work of a few, but not all students, may be displayed in the classroom</li></ul>	<ul style="list-style-type: none"><li>-Teacher rarely or never sets high expectations for students</li><li>-Students may become disinterested or lack of investment in their work. For example, students might be uninterested, off-task, or refuse to attempt assignments</li><li>-Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</li><li>-Teacher rarely or never displays the academic work of some</li><li>-High quality work is rarely or never displayed in the classroom</li></ul>		

**Note:**

1. There are several ways for a teacher to demonstrate high expectations – through encouraging comment, higher-level questions, appropriate rigours assignments, appropriate written and posed in the classroom, individual student work plans, etc.

**DOMAIN 3: TEACHER LEADERSHIP**  
 Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Sought out leadership roles</li> <li>-Go above and beyond in dedicating time for students and peers outside of class</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Contribute ideas and expertise to further the school's mission and initiatives</li> <li>-Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Contribute occasional ideas and expertise to further the school's mission and initiatives</li> <li>-Teacher may assist</li> <li>-Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	<p>Teacher rarely or never contributes ideas aimed at improving school culture.</p> <p>Teacher dedicates little or no time outside of class towards helping students and peers</p>
3.2 Collaborate with Teams	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate</li> <li>-Coach peers through difficult situations</li> <li>-Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others</li> <li>-Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Participate in occasional opportunities to work with and learn from others</li> <li>-Teacher may seek out opportunities to work with others</li> </ul>	<p>Teacher rarely or never participates in opportunities to work with others.</p> <p>Teacher works to become a full-time player</p>

3.3	<b>Seek Professional Skills And Knowledge</b> <ul style="list-style-type: none"> <li>-Regularly share newly learned knowledge and practices with others</li> <li>-Seek out opportunities to lead professional development sessions</li> </ul>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>-Actively purses opportunities to improve knowledge and practice</li> <li>-Seek out ways to implement new practices into instruction, where applicable</li> <li>-Welcome constructive feedback to improve practices</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>-Attend all mandatory professional development opportunities</li> <li>-Teacher may also:           <ul style="list-style-type: none"> <li>-Actively purses optional professional development opportunities</li> <li>-Seek out ways to implement new practices into instruction</li> <li>-Accept constructive feedback well</li> </ul> </li> </ul>	<p>Teacher rarely or never attends professional development opportunities.</p> <p>Teacher shows little or no interest in new ideas, programs, or choices to improve teaching and learning.</p>
3.4	<b>Advocate for Student Success</b> <ul style="list-style-type: none"> <li>-Display commitment to the education of all the students in the school</li> <li>-Make changes and take risks to ensure student success</li> </ul>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>-Display commitment to the education of all the students in the school</li> <li>-Attempt to remedy chronic school student achievement</li> <li>-Advocate for students' individualized needs</li> <li>-Appropriate GES ED teachers have copies of IEP's</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>-Display commitment to the education of all the students</li> <li>-Attempt to remedy chronic school student achievement</li> <li>-Advocate for students' individualized needs</li> <li>-Appropriate GES ED teachers have copies of IEP's</li> </ul>	<p>Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as per her the course and does not advocate for students' needs.</p>
3.5	<b>Engage Families in Student Learning</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>-Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>-Respond promptly to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul>	<p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contact from parents.</p> <p>Teacher rarely or never responds to contact from parents.</p> <p>Proactively reaches out to parents to engage them in student learning.</p>

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

## **APPENDIX G**

**ADAMS CENTRAL COMMUNITY SCHOOL CORPORATION**

**TECHNOLOGY DIRECTOR**

**Domain 1: Professional Leadership and Management**  
**The technology director possesses the professional skills to lead, manage, and promote the K-12 technology environment by leading with personal technology skills, managing the technology department, and by effectively communicating with stakeholders.**

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Management</b>				
<b>1.1.1 Hiring and Retention</b>	Technology director consistently recommends, organizes, supervises, evaluates, and retains highly effective technology staff with a high degree of expertise	Technology director consistently recommends, organizes, supervises, evaluates, and retains effective technology staff	Technology director rarely or never evaluates technology staff and manages their activities with regard to district technology goals and expectations	Technology director rarely or never evaluates technology staff and manages their activities with regard to district technology goals and expectations
<b>1.1.2 Evaluation of Technology Staff</b>	Technology director evaluates technology staff and manages their activities with regard to district technology goals with a high degree of expertise in K-12 teaching and learning	Technology director consistently evaluates technology staff and manages their activities with regard to district technology goals and expectations	Technology director evaluates and maintains a schedule of technology-related tasks and challenges the appropriate duties with oversight to IT staff in relationship to the director's duties and overall management	Technology director evaluates and maintains a schedule of technology-related tasks and challenges the appropriate duties with oversight to IT staff in relationship to the director's duties and overall management
<b>1.1.3 Delegation</b>	Technology director highly prioritizes and efficiently maintains a schedule of technology-related tasks and delegates the appropriate duties with oversight to IT staff in a manner that promotes self-direction and ownership of IT director's duties and overall management	Technology director analyzes and delegates a schedule of technology-related tasks and delegates the appropriate duties with oversight to IT staff in a manner that promotes self-direction and ownership of IT director's duties and overall management	Technology director analyzes some district tasks, assessments, and other technology work with an appropriate degree of prioritizing the most urgent needs versus those that can wait	Technology director analyzes some district tasks, assessments, and other technology work with an appropriate degree of prioritizing the most urgent needs versus those that can wait
<b>1.1.4 Prioritizing Duties</b>	Technology director analyzes district tasks, assessments, and other technology work with a high degree of prioritizing the most urgent needs versus those that can wait	There is evidence that high priority work is accomplished first and other work is addressed in a timely fashion after priority work is completed	There is little evidence of a prioritized plan of work nor is it often communicated to the district	There is no strong evidence of a prioritized plan of work nor is it communicated to the district

Leadership		Relationship	Technology director shows evidence for learning new technologies in response to assisting others in the learning environment.	Technology director shows no evidence for learning new technologies in response to assisting others in the learning environment.
1.1.5 Technical Skills and Development	Technology director shows strong evidence for learning new and innovative technologies in response to assisting others in the learning environment.	Technology director shows strong evidence for learning new technologies in response to assisting others in the learning environment.	Director engages in little or some professional development that addresses the state's expectations for the K-12 digital culture.	Director engages in no professional development that addresses the state's expectations for the K-12 digital culture.
1.1.6 Technology Teamwork	Technology director engages in a high level of professional development that addresses the state's expectations and beyond for the K-12 digital culture.	Director engages in professional development that addresses the state's expectations for the K-12 digital culture.	Technology director effectively manages the technology staff with evidence of teamwork, appropriate delegation of workload, and a collaborative spirit among the department.	Technology director manages the technology staff with evidence of teamwork, appropriate delegation of workload, and a collaborative spirit among the department.
1.2 Communication and Collaboration	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.1 Communication with Stakeholders	Technology director maintains open and highly effective communication with district administrators, building administrators, IT staff, students, and other stakeholders in a manner that leads to a high level of shared vision and planning.	Technology director maintains open and effective communication with district administrators, building administrators, IT staff, students, and other stakeholders, communicating technology in a manner that can be understood by most.	Technology director rarely or never maintains open and effective communication with district administrators, teachers, IT staff, students, and other stakeholders, rarely or never communicates technology in a manner that can be understood by most.	

<p><b>1.2.2 Communication with Decision-Makers</b></p> <p>Technology director reports to the district office and appropriate administrators about any issues regarding collecting, analyzing, or maintaining data, or compilation of digital assessments, and state reports</p> <p>Director promotes very effective solutions to promote a high level of accuracy and efficiency</p> <p>Director collaborates to determine shared goals and direction before large-scale projects that concern the shared decision-making</p>	<p>Technology director communicates effective solutions to promote accuracy and efficiency</p> <p>Director collaborates to determine direction and goals before large-scale projects</p>	<p>Director submits to communicate effective solutions to promote accuracy and efficiency</p> <p>Director sends to communicate effective solutions to promote accuracy and efficiency</p>	<p>Director sends to communicate effective solutions to promote accuracy and efficiency</p> <p>Director sends to communicate effective solutions to promote accuracy and efficiency</p>
<p><b>2.1 Vision and Leadership</b></p> <p><b>2.1.1 Strategic Planning</b></p>	<p>Technology director leads in the design, development, implementation, and evaluation of the district technology plan with evidence of forward thinking and long-range goals</p>	<p>Technology director leads in the design, development, implementation, and evaluation of the district technology plan from a global perspective for the future</p>	<p>There is evidence of stakeholder input, including district-level collaboration, before the plan is finalized and implemented</p>
<p><b>Domain 2: Visionary Leadership, Content Knowledge, and Professional Development</b></p> <p>The technology director's visionary leadership, support for a digital learning environment, and technology planning to promote excellence in K-12 education is a key component for the 21st Century Learning Platform.</p> <p><b>2.1.2 Instructional Leadership</b></p>	<p>Technology director leads in the design, development, implementation, and evaluation of the district technology plan with evidence of forward thinking and long-range goals</p>	<p>The district plan reflects a comprehensive K-12 use of technology for digital learning</p>	<p>There is little or no evidence of stakeholder input, including district-level collaboration, before the plan is finalized and implemented</p>



2.3 Assessments and Reporting	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3.1 District and Building-Level Assessments	Technology director demonstrates a high level of understanding of assessment tasks for the district and buildings	Technology director demonstrates an understanding of assessment tasks for the district and buildings	Technology director maintains a schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district	Technology director seldom or never fully demonstrates an understanding of assessment tasks for the district and buildings
2.3.2 State Reports and Other District and Building-Level Data Reports	Director maintains an efficient schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district	Technology director ensures the technology department maintains a comprehensive and highly efficient schedule of assessment deadlines, tasks, and development of tasks in order to complete mandatory and non-mandatory assessments within the district	Technology director ensures the technology department maintains a comprehensive schedule of assessment deadlines, tasks, and development of tasks in order to complete mandatory and non-mandatory assessments within the district	Technology director rarely or never maintains a schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district
2.3.3 Technology for Assessment	Technology director ensures that district tools are ready and accessible to students for mandatory and non-mandatory assessment	Technology director ensures that district tools are ready and accessible to students for mandatory and non-mandatory assessment	Technology director makes timely, creative, and efficient recommendations to the decision-makers regarding necessary equipment and/or upgrades needed to complete assessment with fidelity within 3-5 months of the due date of the assessment(s), if known.	Technology director rarely or never makes timely recommendations to the decision-makers regarding necessary equipment and/or upgrades needed to complete assessment with fidelity within 3-5 months of the due date of the assessment(s), if known.

**Domain 3: Digital Learning Environments, Citizenship, and Resources**  
**The Technology Director supports the digital culture by recommending and/or providing professional development, supporting digital citizenship, and recommending or providing resources that maintain or enhance the digital culture of the district.**

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.1 Professional Development, Digital Citizenship, and Digital Resources</b>	<p>Technology director very effectively collaborates with a large group of stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is well planned and presented.</p> <p>Director organizes and leads technology professional development in a manner that supports teacher learning and implementation.</p>	<p>Technology director collaborates with stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is not always planned and does not benefit in teacher and/or student learning on most occasions.</p> <p>Director rarely or never organizes and leads technology professional development in a manner that supports teacher learning and implementation.</p>	<p>Technology director sometimes collaborates with stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is not always planned and does not benefit in teacher and/or student learning on most occasions.</p> <p>Technology director rarely or never organizes and leads technology professional development in a manner that supports teacher learning and implementation.</p>	<p>Technology director rarely or never collaborates with stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is not well planned and does not benefit in teacher and/or student learning on most occasions.</p>
<b>3.1.1 Professional Development</b>	<p>Technology director collaborates with a large group of stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is community organized and results in a high level of learning for most or all.</p> <p>Director organizes and leads technology professional development in a manner that supports teacher learning and implementation at a high level for building a digital culture for learning.</p>	<p>Technology director recommends research-based digital resources for teacher and student use.</p>	<p>Technology director recommends research-based digital resources for teacher and student use or the recommended tools are rarely researched for their</p>	

3.1.3 Digital Citizenship	Technology director effectively collaborates and plans with administration for establishing best practices and safe usage of digital tools and the Internet with a high degree of planning for safety. Director takes responsibilities about the safe, legal, and ethical use of digital information and resources security and provides the plan on the corporation website.	Technology director establishes and supports a user friendly and highly visual structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration.	Technology director establishes and plans with administration for establishing best practices and safe usage of digital tools and the Internet.	Director takes responsibilities about the safe, legal, and ethical use of digital information and resources security and provides the plan on the corporation website.	Technology director establishes and supports a structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration.
3.1.4 Social Media			Technology director establishes and supports a structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration.	Technology director establishes and supports a structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration.	Technology director establishes and supports a structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration.
3.1.5 Policies and Agreements			Technology director establishes and supports user agreements for technology that preserves the integrity of technology use while addressing potential violations for the appropriate use of the tools.	Technology director establishes and supports user agreements for technology that preserves the integrity of technology use while addressing potential violations for the appropriate use of the tools.	Technology director establishes and supports user agreements for technology that preserves the integrity of technology use while addressing potential violations for the appropriate use of the tools.
3.1.6 Corporation Web Page			The technology director facilitates and updates the corporation web page monthly or more often with current information every quarter period.	The technology director facilitates and updates the corporation web page with current information once a year.	Director communicates and supports communication and supports

<b>Building-Level Staff with updating their web pages with current and appropriate information</b>	<b>Building-Level staff with updating their web pages with current and appropriate information</b>	<b>Building-Level staff with updating their web pages with current and appropriate information.</b>
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**Domain 4: Core Professionalism Rubric**  
**The technology director's evaluation will incorporate the RISE Core Professional domain.**

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.**

Attendance	Individually demonstrates a pattern of unexcused absences*	Individually has not demonstrated a pattern of unexcused absences*
<b>2 On-Time Arrival</b>	Individually demonstrates a pattern of unexcused late entries (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individually has not demonstrated a pattern of unexcused late entries (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
<b>3 Policies and Procedures</b>	Individually 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.)	Individually demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)

<b>4</b>	<b>Respect</b>	Initiated demonstrating a genuine of being to interact with students, colleagues, parents/guests, and community members in a respectful manner	Initiated demonstrating a genuine of interacting with students, colleagues, parents/guests, and community members in a respectful manner
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**Student Learning Objectives**  
**The technology director will be considered a Group 3 Teacher and establish two Student Learning Objectives with regard to technology, corporation-wide and/or targeted.**

**Scoring**

Technology Director Rubric	75%
Student Learning Objectives	20%
School-Wide Learning (District)	5%

