

## East Noble School Corporation Certified Staff Evaluation Plan

### Process

East Noble School Corporation (ENSC) will use an ENSC modified RISE Rubric or specialized area (counselors, social workers, nurses, etc...) evaluation tool, for all teachers. Administrators and the superintendent are held to similar expectations and use the Modified RISE Principal rubric and the Indiana Superintendent Evaluation tool, respectively.

The ENSC Modified RISE Rubric meets the requirements of Indiana Code 20-28-11.5-4, which requires an annual evaluation of each teacher and incorporates the use of student data as a measure of performance.

### Evaluations

All certified staff members will be evaluated with the ENSC Modified RISE, specialized area (counselors, social workers, nurses, etc...) evaluation tool, or the Alternative Teacher Assessment. Classroom teachers will be observed at a minimum three (3) times per school year; however, may be observed more times at the evaluator's discretion. No length of time will be set for observations; visits should last long enough for the evaluator to gather information or evidence to complete the necessary documents. In addition, evaluators may conduct shorter walkthroughs frequently to look at items for data collection.

Trained evaluators will include principals, deans or assistant principals, Federal Programs Director, Assistant Superintendent, Student Services Director, and the Superintendent. Building level administrators have a case load ranging from 20-35 staff members. All evaluators are trained through ESC Region 8 or ESC Region 7 prior to conducting evaluations. The East Noble School Corporation evaluators are comprised of the five elementary principals, one middle school principal, five elementary deans, one middle school assistant principal, one high school principal, two assistant high school principals, one high school athletic director, Assistant Superintendent, Student Services Director, and the Superintendent. We are not currently using teachers as evaluators.

Prior to using the RISE document for the 2022-2023 school year, East Noble School Corporation evaluators were provided training with the document. The School Board received an overview of the teacher's evaluation process and tool at the beginning of the school year. In addition, the RISE document and our progress is a standing agenda item on the bi-weekly administrative meetings.

Evaluations will begin annually in September and should be completed in early May, in order to allow time for summary conferences in late May/early June. Walkthroughs may be conducted anytime from August to June.

### **Evaluation Feedback**

Observation feedback is available through the electronic reporting tool. The current tool, Standards for Success, does not make the data available until the data rollover occurs at midnight each night. The evaluator has up to three business days to supply the teacher with the document. In the event that it is not possible to meet this deadline, the teacher should be notified. Upon receiving the observation forms a conference should be held to discuss the information and clarify any data within the tool. In the event that concerns arise from an observation, either the evaluator or the teacher may request an observation from a second evaluator.

Based on observations and available data, if an evaluator has concerns, a performance plan should be started for the individual. Performance plans will be no more than 90 days in length and will be tailored to the individual teacher based on his/her needs. The performance plan may include mentorship opportunities, consultations with the Assistant Superintendent, professional development from within and outside the district, and more opportunities for feedback. A teacher on an performance plan will be able to acquire PGP points for the work completed on the plan. At the mandatory conference at which a teacher is informed of his/her needs for performance, the teacher will also be informed of his/her right to request a private conference with the Superintendent. Evaluators will have already informed the Superintendent of the names. The teacher may email the Superintendent to set up the conference.

At the mandatory conference at which a teacher is informed of his/her needs improvement or ineffective status, the teacher will also be informed of his/her right to request a private conference with the Superintendent. Evaluators will have already informed the Superintendent of the names of teachers who will be designated into the lower two categories. The teacher may email the Superintendent to set up the conference.

### **Objective Measures of Student Achievement and Growth**

The current data measures are comprised of statewide, school wide, grade level/subject level, and individual classroom data points. The data measures account for both statewide formative and summative assessments, as well as student growth data. We anticipate that each teacher or groups of teachers will have an individual data analysis plan. Each year the reliability of the State data will be analyzed to determine the weight it holds in the overall teacher evaluation tool.

Student Learning Objectives were replaced with Competency 1.6. Teachers are expected to gather several data sets that demonstrate the identification of student needs, the instruction modified to meet those needs, and individual and class growth data.

## **Instruction Delivered By Teachers Rated Ineffective**

Every effort will be made to prevent student placement with an ineffective teacher for two consecutive years. This may result in teacher reassignments to different grade levels or buildings. In the event that a teacher cannot be reassigned, parents will be notified by a formal letter that the situation was unavoidable, but that all efforts will be made to monitor the situation. When provided accurate and timely negative impact data by the IDOE, the final rating form for an affected teacher will be adjusted to "needs improvement" or "ineffective."

## **Negative Impact**

Negative impact is defined in SBOE rule at 511 IAC 10-6-4(c) as follows: Negative impact on student learning shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

As defined by the Indiana Department of Education, "negative impact is characterized by a significant decrease in student achievement and notably low levels of student growth." East Noble School Corporation defines significant as those teachers who receive an "ineffective" or "improvement necessary" rating on Competency 1.6 for teachers in non-state tested grades and subjects.

\*Reviewed with East Noble Education Association Representative on 8.24.22

# RISE



## Evaluation Model

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



**RISE**  
Evaluation Model

Indiana Department of Education

**ENSC Teacher  
Effectiveness  
Rubric – Last  
update 9/1/2020**



## DOMAIN 1: PURPOSEFUL PLANNING

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

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

1.4	<p><b>Create Objective-Driven Lesson Plans and Assessments</b></p>	<p>unit is flexible and/or reflects level of difficulty of each unit</p> <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety (3 or more) of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety (3 or more) of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p>appropriate amount of time for each unit</p> <p><b>Based on unit plan, 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>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<p>- Allocate an instructionally appropriate amount of time for each unit</p> <p><b>Based on unit plan, 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>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	<p>Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, or instructional strategies, or assignments.</p>
1.5	<p><b>Track Student Data and Analyze Progress</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- 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 assessment/progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></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>	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system</p>

<p>1.6</p>	<p><b>Evidence of Student Growth over the Period of the Course</b></p>	<p>Teacher has maintained growth data throughout the year and can discuss the findings for the low, mid and high groups based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has maintained growth data throughout the year and can discuss some of the findings based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has not maintained growth data throughout the year and/or cannot discuss the findings based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Data shows little to no evidence of growth for most students.</p>
		<p>Teacher has maintained growth data throughout the year and can discuss the findings for the low, mid and high groups based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has maintained growth data throughout the year and can discuss some of the findings based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has not maintained growth data throughout the year and/or cannot discuss the findings based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Data shows some evidence of growth for some students.</p>
		<p>Teacher has maintained growth data throughout the year and can discuss the findings for the low, mid and high groups based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has maintained growth data throughout the year and can discuss the findings for the low, mid and high groups based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has not maintained growth data throughout the year and/or cannot discuss the findings based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Data shows clear evidence of growth for most students.</p>
		<p>Teacher has maintained growth data throughout the year and can discuss the findings for the low, mid and high groups based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has maintained growth data throughout the year and can discuss the findings for the low, mid and high groups based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Teacher has not maintained growth data throughout the year and/or cannot discuss the findings based on multiple sources of growth or achievement data from at least two points in time during the course. (Course is equal to length of time students are in the classroom with the same teacher.)</p>	<p>Data shows evidence of consistent growth for all or nearly all students.</p>



## DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.1:</b></p> <p><b>Develop student understanding and mastery of lesson objectives</b></p>	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important; beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>- Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</li> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective.</li> </ul>

Notes:

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





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

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



	<ul style="list-style-type: none"> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<p>language</p> <ul style="list-style-type: none"> <li>- Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul>
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Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.3:</b></p> <p><b>Engage students in academic content</b></p>	<p>Teacher is highly effective at engaging students in academic content</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>85% or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple (2 or more) ways of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students are actively engaged rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 85% of students are engaged in content and many are off-task</li> <li>- Teacher may provide multiple (2 or more) ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 50% of students are engaged in content and many are off-task</li> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple (2 or more) ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> <li>- Students do not actively listen and are overtly disinterested in engaging.</li> </ul>

Notes:

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

with content, students must be engaged in that part of the lesson.

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

3. Teachers may provide multiple (2 or more) ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

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

	every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher may occasionally assess student mastery at the end of each lesson through formal or informal assessments.	for mastery at the end of each lesson
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**Notes:**

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.5:</b></p> <p><b>Modify Instruction As Needed</b></p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<p>Teacher is ineffective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul>

**Notes:**

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.6:</b></p> <p><b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b></p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to all students</li> <li>- Students are able to answer higher-level questions with meaningful responses</li> <li>- Students pose higher-level questions to the teacher and to each other</li> <li>- Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</li> <li>- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond</li> </ul>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to almost all students</li> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective</li> </ul>	<p>Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is not always accessible or challenging for students</li> <li>- Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>- Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding</li> <li>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<p>Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy)</li> <li>- Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>- Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding.</li> <li>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> </ul>



<p>expected lesson elements (e.g. extra credit or enrichment assignments)</p>	<p>and to persist even when faced with difficult tasks</p>	<p>- Teacher gives up on students easily and does not encourage them to persist through difficult tasks</p>
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Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.7:</b></p> <p><b>Maximize Instructional Time</b></p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- 85% or more students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare;</li> </ul>	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> </ul>	<p>Teacher is ineffective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher</li> </ul>





	<p>When they occur, they are almost always addressed without major interruption to the lesson.</p>	<p>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</p>	<p>to have to make adjustments to the lesson.</p>
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Notes:

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

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

**Notes:**

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

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

**Note:**

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.10</b></p> <p><b>Utilizing Technology in Instruction*</b></p>	<p>The teacher serves as a guide, mentor, and model in the use of technology. The teacher encourages and supports the active engagement of students with technology resources.</p> <p>The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology.</p> <p>The teacher helps students locate appropriate resources to support student choices.</p> <p>The teacher's personal technology skills level exceeds the levels needed to support the grade level tech curriculum.</p>	<p>The teacher guides, informs, and provides a setting for student choice of technology activities and is flexible and open to student ideas.</p> <p>Lessons are structured so that student use of technology is self-directed.</p> <p>Teacher encourages students to use technology collaboratively.</p> <p>The teacher provides a context in which technology is seamlessly integrated into a lesson.</p> <p>The teacher's personal technology skills level does support the grade level tech curriculum.</p>	<p>The use of technology is completely teacher driven. The teacher chooses which technology activities to use and when to use them.</p> <p>The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool.</p> <p>The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The teacher may also have the students complete "drill and practice" activities on computers to practice basic skills, such as typing.</p> <p>The teacher directs students in the conventional use of technology for working with others.</p> <p>The teacher's technology skills level supports some of the grade level tech curriculum.</p>	<p>The teacher rarely or never uses technology to deliver information to students.</p> <p>The teacher's technology skills level does not support the grade level tech curriculum.</p>



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.11</b></p> <p><b>Technology Integrated into the Learning Environment*</b></p>	<p>Students are empowered to extend the use of technology and have greater ownership and responsibility for learning.</p> <p>Students regularly use technology activities to set goals, plan activities, monitor progress, and evaluate results. Student have the freedom to choose</p> <p>Students regularly use technology for collaboration, creation, exploration, and curation. Students continue to push past previous boundaries.</p>	<p>Students regularly use technology, and are comfortable in choosing and using the tool(s) in the most meaningful way for each activity.</p> <p>The students know how to use, and have access to, a variety of technology resources. Student are given guided choices in use.</p> <p>Technology use for collaboration, creation, exploration, and curation by students is regular and normal in this setting.</p>	<p>The setting allows for the possibility of group work, and at least some collaborative technology activities are available.</p> <p>Students are using technology in simple ways and the teacher is in control of its use.</p> <p>Students have some opportunities to collaborate, create, explore, and curate using technology.</p>	<p>The setting is arranged for direct instruction and individual seat work. The students may have very limited and regulated access to the technology resources.</p> <p>Little to no opportunity exists for students to collaborate, create, explore, and curate.</p>

\*Information derived from the SAMR Model and the Technology Information Matrix



### 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>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Seek out leadership roles</li> <li>- Go above and beyond (more than expected duties) 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 schools' 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> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	<p>Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.</p>
3.2 Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Go above and beyond (more than expected duties) 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>- Ask for assistance when needed</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Seek to provide other teachers with assistance when needed OR</li> <li>- Regularly seek out opportunities to work with others</li> </ul>	<p>Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.</p>
3.3 Seek Professional Skills and Knowledge	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Regularly shares newly learned knowledge and practices with others</li> <li>- Seek out opportunities to lead professional development sessions</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction, where applicable</li> <li>- Welcome constructive feedback to improve practices</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Actively pursue optional professional development opportunities</li> <li>- Seek out ways to implement new practices into instruction</li> <li>- Accept constructive feedback well</li> </ul>	<p>Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning</p>



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



### 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.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 <b>Attendance</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>The teacher is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</p> <p>The teacher takes into account his/her attendance in relationship to others within the building.</p>	<p>Teacher will:</p> <p>The teacher is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</p>	<p>Teacher will:</p> <p>Occasionally misses or is late to assignments, completes work late, and/or makes errors in records; occasionally late or absent from school.</p>	<p>Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.</p>
4.2 <b>Policies and Procedures</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>In addition, the teacher actively looks for and addresses concerns pro-actively.</p>	<p>The teacher adheres to school and district personnel policies and serves as a leader and model for others.</p>	<p>Occasionally the teacher does not adhere to district and/or school policies and reminders may be sometimes issued.</p>	<p>Despite reminders, the teacher frequently does not adhere to district and/or building policies.</p>



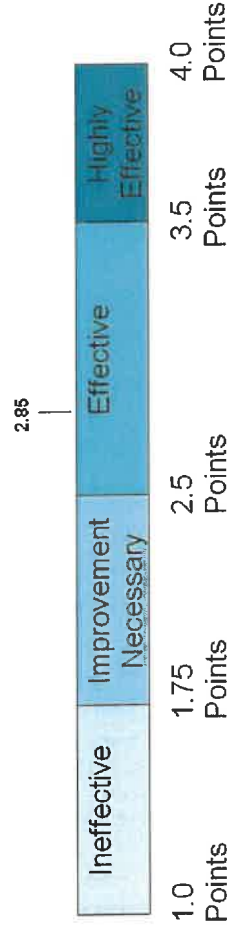
<p><b>4.3 Interpersonal Skills</b></p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <p>The teacher is able to build effective working relationships with students, teachers, supervisors and administrators that accomplish the missions and goals of the district by treating others with respect, collaborating, and maintaining positive interactions.</p> <p>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude.</p>	<p>Teacher will:</p> <p>The teacher is able work with students, teachers, supervisors and administrators that accomplish the missions and goals of the district by treating others with respect, collaborating, and maintaining positive interactions.</p> <p>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude.</p>	<p>Teacher will:</p> <p>The teacher does not consistently attempt to build relationships with teachers, students, supervisors and administrators. Occasionally the teacher engages in destructive communication (i.e. gossip, insubordinate statements) or is not kind to others.</p> <p>Occasionally does not use a positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude.</p>	<p>Despite reminders, the teacher frequently engages in destructive communication (i.e. gossip, insubordinate statements) or is not kind to others.</p> <p>Frequently does not use a positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude.</p>
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*Domains 1-4 Weighted Scores*

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		25%	
Domain 2		25%	
Domain 3		25%	
Domain 4		25%	
<b>Final Score:</b>			

**Final Teacher Effectiveness Rubric Score, Domains 1-4:** \_\_\_\_\_

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



Note: Borderline points always round up.

**Final Summative Rating:**

- Ineffective                       Improvement Necessary
- Effective                               Highly Effective

**Teacher Signature**

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

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

**Evaluator Signature**

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

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

**RISF**



**Evaluation Model**

**Indiana Department of Education**

# **Indiana Principal Effectiveness Rubric**

**Revised - September 1, 2020**

## 20-21 School Year

### Domain 1: Teacher Effectiveness

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Manager</b> <b>1.1.1 Hiring and retention</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul>	<p><b>Principal recruits, hires, and supports teachers by:</b></p> <ul style="list-style-type: none"> <li>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;</li> <li>Aligning personnel decisions with the vision and mission of the school.</li> </ul>	<p><b>Principal recruits, hires, and supports effective teachers by:</b></p> <ul style="list-style-type: none"> <li>Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;</li> <li>Demonstrating ability to increase some teachers' effectiveness;</li> <li>Occasionally applying the school's vision/mission to HR decisions.</li> </ul>	<p><b>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions<sup>1</sup>;</li> <li>Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>Rarely or never applying the school's vision/mission to HR decisions.</li> </ul>
<b>1.1.2 Evaluation of teachers</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<p><b>Principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>	<p><b>Principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teachers;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>	<p><b>Principal does not prioritize and apply teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.</li> </ul>
<b>1.1.3 Professional development</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p>	<p><b>Principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>Providing learning opportunities to teachers aligned to professional needs based on student</li> </ul>	<p><b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generalized learning opportunities aligned to the professional needs of some</li> </ul>	<p><b>Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p>

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<ul style="list-style-type: none"> <li>Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>academic performance data and teacher evaluation results;</li> <li>Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>	<ul style="list-style-type: none"> <li>teachers based on student academic performance data;</li> <li>Providing learning opportunities with little variety of format;</li> <li>Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>	<ul style="list-style-type: none"> <li>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>Providing no variety in format of learning opportunities;</li> <li>Failing to provide professional learning opportunities based on evaluation results.</li> </ul>
1.1.4 Leadership and talent development	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>Recognizing and celebrating emerging leaders.</li> </ul>	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>Providing formal and informal opportunities to mentor emerging leaders;</li> <li>Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</li> </ul>	<p><b>Principal does not develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>Rarely or never provides mentorship to emerging leaders;</li> <li>Providing no support and encouragement of leadership and growth;</li> <li>Frequently assigns responsibilities without allocating necessary authority.</li> </ul>
1.1.5 Delegation	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Encouraging and supporting staff members to seek out responsibilities;</li> <li>Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>Monitoring the progress towards success of those to whom delegations have been made;</li> <li>Providing support to staff members as needed.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>Providing support, but not always as needed.</li> </ul>	<p><b>Principal does not delegate tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>Rarely or never providing support.</li> </ul>
1.1.6 Strategic assignment?	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses.</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.</li> </ul>	<p><b>Principal does not use staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.</li> </ul>

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>Defining long, medium, and short-term application of the vision and/or mission;</li> <li>Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</li> </ul>	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> <li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and</li> </ul>	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> <li>Making significant key decisions without alignment to the vision and/or mission;</li> <li>Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.</li> </ul>	<p>Principal does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> <li>Failing to adopt a school-wide instructional vision and/or mission;</li> <li>Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</li> </ul>
1.2.1 Mission and vision				

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



1.3.2	<p><b>Rigorous Student Learning Objectives</b></p>	<p>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</p>	<p>Ensuring teachers' SLOs define desired outcomes; Ensuring assessments used correspond to the appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student performance is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</p>	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> <li>- Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>- Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>- Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul>	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> <li>- Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>- Failing to assess baseline knowledge of students;</li> <li>- Failing to select assessments that are appropriately aligned to content standards.</li> </ul>
1.3.4	<p><b>Instructional time</b></p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>- Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</li> </ul>	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> <li>- Removing major sources of distractions of instructional time;</li> <li>- Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>- Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> <li>- Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>- Rarely or never promoting the sanctity of instructional time;</li> <li>- Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> <li>- Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>- Rarely or never promoting the sanctity of instructional time;</li> <li>- Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>

## Domain 2: Leadership Actions

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.1 Personal Behavior</b>				
<b>2.1.1 Professionalism</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> <li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li> </ul>	<p><b>Principal displays professionalism by:</b></p> <ul style="list-style-type: none"> <li>Modeling professional, ethical, and respectful behavior at all times;</li> <li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li> </ul>	<p><b>Principal supports professionalism by:</b></p> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li> <li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>	<p><b>Principal does not support professionalism by:</b></p> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> <li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul>
<b>2.1.2 Time management</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Monitoring use of time to identify areas that are not effectively utilized;</li> </ul>	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li> </ul>	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li> <li>Occasionally prioritizes activities unrelated to student achievement.</li> </ul>	<p><b>Principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never establishing timely objectives or priorities;</li> <li>Regularly prioritizing activities unrelated to student achievement;</li> </ul>
<b>2.1.3 Using feedback to improve student performance</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>Identifying the most efficient means through which feedback can be generated.</li> <li>Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>	<p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Actively soliciting feedback and help from all key stakeholders;</li> <li>Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>	<p><b>Principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>	<p><b>Principal does not use feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Regularly avoiding or devaluing feedback;</li> <li>Rarely or never applying feedback to shape priorities.</li> </ul>

<p><b>2.1.4 Initiative and persistence</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Exceeding typical expectations to accomplish ambitious goals;</li> <li>- Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;</li> <li>- Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.</li> </ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>- Consistently achieving expected goals; Taking on voluntary responsibilities that contribute to school success;</li> <li>- Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;</li> <li>- Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>- Achieving most, but not all expected goals;</li> <li>- Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>- Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;</li> <li>- Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Principal does not display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>- Rarely or never achieving expected goals;</li> <li>- Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>- Rarely or never taking risks to support students in achieving results;</li> <li>- Never seeking out potential partnerships.</li> </ul>
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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>2.2 Building Relationships</b></p> <p><b>2.2.1 Culture of urgency</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>	<p><b>Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>- Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>- Leading a relentless pursuit of these expectations.</li> </ul>	<p><b>Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>- Aligning major efforts of students and teachers to a shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>- Occasionally leading a pursuit of these expectations.</li> </ul>	<p><b>Principal does not create an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>- Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations;</li> <li>- Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>

2.2.2	<p><b>Communication</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- To the extent possible, messaging key concepts in real time;</li> <li>- Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>- Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul>	<p><b>Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>- Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>- Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>- Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul>	<p><b>Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>- Messaging most, but not all, key concepts; interacting with a variety of stakeholders and but not yet reaching all invested groups and organizations;</li> <li>- Utilizing a limited number of means and approaches to communication.</li> </ul>	<p><b>Principal does not skillfully and clearly communicate by:</b></p> <ul style="list-style-type: none"> <li>- Rarely or never messaging key concepts;</li> <li>- Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>- Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul>
2.2.3	<p><b>Forging consensus for change and improvement</b></p>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Guides others through change and addresses resistance to that change;</li> <li>- Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>- Creates cultural changes that reflect and support building a consensus for change.</li> </ul>	<p><b>Principal creates a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>- Using effective strategies to work toward a consensus for change and improvement;</li> <li>- Systematically managing and monitoring change processes;</li> <li>- Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>	<p><b>Principal creates a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>- Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>- Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>- Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul>	<p><b>Principal does not create a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>- Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>- Rarely or never managing or developing a process for change and/or improvement;</li> <li>- Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>

Indicator	<p><b>Highly Effective (4)</b></p>	<p><b>Effective (3)</b></p>	<p><b>Improvement Necessary (2)</b></p>	<p><b>Ineffective (1)</b></p>
2.3 Culture of Achievement	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li> <li>- Benchmarking expectations to the performance of the state's highest performing schools;</li> <li>- Creating systems and approaches to monitor the level of academic and behavior expectations;</li> </ul>	<p><b>Principal creates and supports high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>- Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li> <li>- Empowering students to set high and demanding expectations for themselves;</li> <li>- Ensuring that students are consistently learning, respectful, and on task;</li> <li>- Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li> </ul>	<p><b>Principal creates and supports high academic and behavioral expectations by:</b></p> <ul style="list-style-type: none"> <li>- Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li> <li>- Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li> </ul>	<p><b>Principal does not create or support high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>- Accepting poor academic performance and/or student behavior;</li> <li>- Failing to set high expectations or sets unrealistic or unattainable goals.</li> </ul>

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

# Principal Evaluation 20-21

Name:

Observations were made on:

Principal Effectiveness Rubric Scoring		Competency Rating	Final Assessment of Domain 1 (Comments)
<b>Domain 1: Teacher Effectiveness</b>			
1.1 Human Capital Manager	1.1: _____		
1.2 Instructional Leadership	1.2: _____		
1.3 Leading Indicators of Student Learning	1.3: _____		
<b>Final Domain Rating (Circle One)</b>			<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.</b>
<b>Domain 2: Leadership Actions</b>			<b>Final Assessment of Domain 2 (Comments)</b>
2.1 Personal Behavior	2.1: _____		
2.2 Building Relationships	2.2: _____		
2.3 Culture of Achievement	2.3: _____		
<b>Final Domain Rating (Circle One)</b>			<b>4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.</b>
<b>Domain 1 Rating</b>	+	<b>Domain 2 Rating</b>	/2 = <b>Final Rating</b>
	+		/2 =

**ROLLING UP THE SCORE**

Raw Score	x	Weight	Score
Rubric Rating		1.00	
Comprehensive Effectiveness Rating			

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

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

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

Note: Borderline points always round up.

Final Summative Rating:

- Ineffective                       Improvement Necessary  
 Effective                               Highly Effective

**Administrative Signature**

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

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

**Evaluator Signature**

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

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



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### Indiana Superintendent Evaluation Rubric and Goals Score Sheet

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1.1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Total					

**Superintendents Goals/Objectives**

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

Evaluator's Name or # \_\_\_\_\_

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Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>1.0 Human Resource Manager - The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.</b>					
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process without throughout the school corporation.  The superintendent consistently considers school or corporation goals when making personnel decisions.	The superintendent routinely considers an administrator's effectiveness as the primary focus when recruiting, hiring, assigning, promoting, or retaining the leader.  The superintendent routinely considers school or corporation goals when making personnel decisions.	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader.  The superintendent occasionally considers school or corporation goals when making personnel decisions.	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader.  The superintendent does not consider school or corporation goals when making personnel decisions.
1.2	The superintendent creates a professional development system for school leaders based on strengths and needs.	The superintendent has in place a system of professional development that is based on individual administrator needs.  The superintendent uses data from performance evaluations to assess preferences and identify priority needs to support and retain effective administrators.	Some effort has been made to provide professional development to meet the needs of individual administrators.	The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.  Administrators throughout the corporation refer to the superintendent as a mentor.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.	The superintendent has provided some training to an emerging school leader.	There is no evidence of effort to develop any leadership skills in others.

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

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

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.</b>				
3.1 The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior.	The superintendent does not display appropriate professional behavior.
3.2 The superintendent organizes time and prioritizes tasks for effective leadership.	The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.  The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels.  Most tasks are managed and completed by the superintendent on a timely basis.	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	Tasks are managed in a haphazard fashion.  There is little or no evidence of established or achieved milestones or deadlines.

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

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

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



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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>6.0 Organizational, Operational, and Resource Management - The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.</b>					
6.1	<p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	<p>The superintendent demonstrates personal proficiency in technology implementation and innovation.</p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrator's team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
6.3	<p>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p>	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>

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