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District of Shelby County

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Northwestern CSD of Shelby County Teacher Evaluation System 2022-23

Plan includes the following components:

1. Performance evaluations for all certificated employees, conducted at least annually.
2. Objective measures of student achievement and growth significantly inform the evaluation. Objective measures may include:
 - a. student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
 - b. methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
 - c. student assessment results from locally developed assessments and other test measures for certificated employees who responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
3. Measures of effectiveness, including observations and other performance indicators.
4. An annual designation of each certificated employee in one of the following rating categories:
 - a. Highly effective
 - b. Effective
 - c. Improvement necessary
 - d. Ineffective
5. An explanation of the evaluator’s recommendations for improvement and the time in which improvement is expected.
6. A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.
7. The evaluator shall discuss the evaluation with the certificated employee.
8. Scoring Professional Practice
 - a. Professional Practice (EER) – 100%
 - i. Domain 1 (20%): Purposeful Planning
 - ii. Domain 2 (75%): Effective Instruction
 - iii. Domain 3 (5%): Teacher Leadership
 - b. Student Learning Objective/Individual Growth Measurement (SLO/IGM) – 2.51%
 - c. School Wide Learning (SWL) -2.49%
9. Sample Scoring Rubric

EER-	3.39 x 95% =	3.220
SLO/IGM-	3.00 x 2.51% =	0.075
SWL -	2.00 x 2.49% =	<u>0.050</u>
Summative Evaluation	3.345	Effective

 - For the 2022-23 school year, all Teachers will be classified as Group 3: 100% EER
10. Sample Timeline
 - August – September – Individual Teacher meetings
 - Sept – March: Classroom walkthroughs/evidence gathering
 - April – May: Annual Evaluations
 - May/June – Individual Teacher Meetings

Northwestern Consolidated School District of Shelby County Evaluation Plan

Overview:

Northwestern Consolidated School District of Shelby County is required by Indiana Public Law 90 (PL 90) to conduct an annual performance evaluation of each certificated employee.

For purposes of this document, the term “teacher” shall include all certificated employees as defined in I.C. 20-29-2-4. The term “evaluator” shall include an individual who conducts a staff performance evaluation as defined by I.C. 20-28-11.5-1. While Northwestern Consolidated School District of Shelby County will most often use principals and assistant principals to evaluate, there are times a teacher may be an evaluator. An evaluator includes a teacher who has clearly demonstrated a record of effective teaching over several years, is approved by the principal and may conduct staff performance evaluations as a significant part of the teacher’s responsibilities.

Northwestern Consolidated School District of Shelby County personnel will satisfy the mandatory annual evaluation requirement through the use of the NWCS D Evaluation Plan. Northwestern Consolidated School District of Shelby County personnel met with teacher association representatives, principals and the superintendent to collaborate on revisions to the evaluation plan previously approved at the December 14, 2011, school board meeting.

Annual Performance Evaluation for all Certified Employees

All certificated employees with specialized assignments, whose contract requires they hold a license from IDOE, receive an annual performance evaluation (i.e., superintendents, principals, guidance counselors, etc.) and will receive meaningful feedback on their performance. Each certificated employee will receive an annual designation using the NWCS D Evaluation Rubric using the four rating categories of Highly Effective, Effective, Improvement Needed or Ineffective.

Objective Measures of Student Achievement and Growth

- Annual evaluations of all certificated employees with specialized assignments, whose contract requires that they hold a license from IDOE, will receive meaningful feedback on their performance.
- Student Growth Data showing measures of teacher performance and growth data will be one of the key measures.
- Four Rating Categories will be used. Each teacher will receive a rating at the end of the school year in one of four performance levels:

Highly Effective: A highly effective teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement.

Effective: An effective teacher consistently meets expectations. This is a teacher who has consistently met expectations in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement.

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

Ineffective: An ineffective teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement.

Employee Evaluation Rubric - Overview of Components:

All teachers will be evaluated on two major components:

1. **Professional Practice:** Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Employee Effectiveness Rubric. All teachers will be evaluated in the domains of Planning; Instruction; Leadership; and Core Professionalism
2. **Student Learning:** Teachers contribution to student academic progress, assessed through measures of student academic achievement and growth, including Indiana Growth Model data or progress toward specific Student Learning Objectives using state, corporation-, or school-wide assessments.

The primary portion of the Employee Effectiveness Rubric consists of three domains and nineteen competencies.

Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Achievement Goals
- 1.3 Develop Standards-Based Unit Plans and Assessments
- 1.4 Create Objective-Driven Lesson Plans and Assessments
- 1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

- 2.1 Develop Student Understanding and Mastery of Lesson Objectives
- 2.2 Demonstrate and Clearly Communicate Content Knowledge to Students
- 2.3 Engage Students in Academic Content
- 2.4 Check for Understanding
- 2.5 Modify Instruction as Needed
- 2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work
- 2.7 Maximize Instructional Time
- 2.8 Create Classroom Culture of Respect and Collaboration
- 2.9 Set High Expectations for Academic Success

Domain 3: Leadership

- 3.1 Contribute to School Culture
- 3.2 Collaborate with Peers
- 3.3 Seek Professional Skills and Knowledge
- 3.4 Advocate for Student Success
- 3.5 Engage Families in Student Learning

Domain 4: Core Professionalism

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job. The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

Observation and Evaluation Practices

The primary evaluator is responsible for tracking evaluation results and helping to set goals for development. The primary evaluator must perform at least one extended observation during the year. Once all data is gathered, the primary evaluator will look at information collected by all evaluators throughout the year and determine your summative rating. He or she will meet with the person being evaluated to discuss this final rating in a summative conference.

A secondary evaluator may perform extended observations or walkthroughs. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

Extended observations may be announced or unannounced. It may take place over one class or span multiple classes.

For an extended observation:

Pre-Conferences are not mandatory, but may be scheduled by request of the teacher or evaluator. Post-Conferences are mandatory and must occur within five (5) school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator. Any primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one (1) of the extended observations.

It is expected that a struggling teacher will receive observations beyond the minimum number required. This may be any combination of extended or short observations and conferences that the primary evaluator deems appropriate. It is recommended that primary evaluators place struggling teachers on a professional development plan.

Extended observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year.

Planning (Domain 1) and Leadership (Domain 3) may be difficult to assess through classroom observations. Evaluators should collect material outside of the classroom to assess these domains. Teachers should be proactive in demonstrating their proficiency in these areas. Examples of evidence may include (but are not limited to):

- a. Domain 1: Planning - lesson and unit plans, planned instructional materials and activities, assessments, and systems for record keeping
- b. Domain 3: Leadership - documents from team planning and collaboration, call-logs or notes from parent-teacher meetings, and attendance records from professional development or school-based activities/events

A teacher requiring a professional development plan will collaborate with an administrator to set goals. These goals are monitored and revised as necessary. Progress toward goals will be discussed so that the evaluator and teacher may discuss the teacher's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Employee Effectiveness Rubric.

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom.

After the observation, evaluators should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Evaluators are not required to provide teachers interim ratings on specific competencies after observations, although the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference.

At the end of the year, primary evaluators will determine a final, teacher effectiveness rubric. The final teacher effectiveness rating will be calculated by the evaluator in a four step process.

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

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc.

2. Use Professional Judgment to Establish Three, Final Ratings in Planning, Instruction and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains.

The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

Finally, each evaluator should have ratings in the first three domains that range from 1 (Ineffective); 2 (Improvement Needed); 3 (Effective); or 4 (Highly Effective).

3. Use Established Weights to Roll-up Three Domain Ratings into One Rating for Domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. The creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 20% and 5% respectively.

For example:	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	20%	0.6
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	5%	0.15
			Final Score 2.25

The calculation here is as follows:

- 1) Rating x Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score

4. Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards.

If the teacher did not meet standards, he or she automatically has a 1-point deduction from the final score in step 3.

Outcome 1: Teacher meets all Core Professionalism standards.
Final Employee Effectiveness Rubric Score = 2.25

Outcome 2: Teacher does not meet all Core Professionalism standards.
Final Employee Effectiveness Rubric Score $(2.25-1) = 1.25$

Student Learning Measures

Group 1 – Teachers who do not teach in tested subjects with IGM data

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. For teachers who do not have a Growth Model rating, the Student Learn Objectives will form the basis for the student learning measures portion of their evaluation.

Group 2 – Teachers with growth model data from State

The Indiana Growth Model will be used to measure the student learning for all math and ELA teachers in grades 4-8. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, student' growth scores will be used to situate teachers in one of the four rating categories.

Group 3 – All Teachers for the 2021-22 School Year

School - Wide Learning

All teachers will also have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's A-F accountability model. All teachers in the same school will receive the same rating for this measure. Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure. The School-Wide Learning Measure component is suspended for the 2021-22 Evaluation Cycle.

Summative Employee Evaluation Scoring

Review of Components

Each teacher's summative evaluation score will be based on the following components and measures. 1.

Professional Practice-Assessment of Instructional Knowledge and Skills

Measure: Employee Effectiveness Rubric (EER)

2. Student Learning-Contribution to Student Academic Progress

Measure: Student Learning Objectives (SLO)

Measure: Individual Growth Model (IGM) *

Measure: School-wide Learning Measure (SWL)

*This measure only applies to teachers of grades 4-8 who teach ELA or math.

This section will detail the process for combining all measures into a final, summative score.

Weighting of Measures

The evaluator should have calculated or received individual scores for the following measures:

EER-Employee Effectiveness Rubric

SLO-Student Learning Objectives

IGM-Individual Growth Model (if available)

SWL-Measure: School-wide Learning Measure

Teachers fall into one of two groups.

Group 1: No individual growth model data provided by State

Group 2: Individual Growth Model data provided by State

1. Group 1: Teachers who *do not have* individual growth model data from the State

EER..... 95%

SLO..... 2.51%

SWL..... 2.49%

2. Group 2: Teachers who *have* individual growth model data from the State

EER..... 95%

IGM.....2.51%

SWL.....2.49%

3. Group 3: For the 2021-22 school year, all Teachers will be classified Group 3

EER..... 100%

Once the weights are applied appropriately, an evaluator will have a final decimal number. An example of a Group 1 teacher may look like this:

EER: A raw score of 3.39 x a weight of 95% equals 3.22

SLO: A raw score of 3 x a weight of 2.51% equals 0.0753

SWL: A raw score of 3 x a weight of 2.49% equals 0.0747

Sum of the weighted scores is 3.37 (To get the final weighted score, simply sum the weighted score from each component).

The final weighted score is then translated into a rating on the scale of Ineffective; Improvement Needed; Effective; Highly Effective. Note that borderline points always round up. Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. The summative conference may occur at the end of the school year in the Spring or when teachers return in the Fall depending on the availability of data for the individual teacher. According to IC 20-28-11.5(6), a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. For classes measured by statewide assessments with growth model data (ELA/Math 4-8), negative impact is determined by the DOE. For classes not measured by statewide assessments, negative impact on student growth is defined as 80% of students failing to demonstrate student learning of standards established by the state as measured by locally developed assessments.

Completed Evaluation: Remediation Plan; Conference with Superintendent

Northwest Consolidated School District of Shelby County will comply with IC 20-28-11.5-6

Student Instructed by Teachers Rated Ineffective; Notice to Parents Required

Northwest Consolidated School District of Shelby County will comply with IC 20-28-11.5-7

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DOMAIN 1: PURPOSEFUL PLANNING (20.0%)

1.1 Utilize Assessment Data To Plan

<p>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 (1.1.HE)</p>	<p>Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans (1.1.E)</p>	<p>Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above (1.1.IV)</p>	<p>Teacher rarely or never uses prior assessment data when planning (1.1.I)</p>
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1.2 Set Ambitious And Measurable Achievement Goals

<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.2.HE.1)</p>	<p>Teacher develops an annual student achievement goal that: (1.2.E.1)</p>	<p>Teacher develops an annual student achievement goal that: (1.2.IN.1)</p>	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes (1.2.I.2)</p>
<p>Plans an ambitious annual student achievement goal (1.2.HE.2)</p>	<p>is aligned to content standards (1.2.E.2)</p>	<p>is not aligned to content standards (1.2.IN.2)</p>	
<p>Includes benchmarks to help monitor learning and inform interventions throughout the year (1.2.E.3)</p>	<p>is measurable (1.2.E.4)</p>	<p>Does not include benchmarks to help monitor learning and inform interventions throughout the year (1.2.IN.3)</p>	

1.3 Develop Standards-Based Unit Plans And Assessments

<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.3.HE.1)</p>	<p>Based on achievement goals, teacher plans units by: (1.3.E.1)</p>	<p>Based on achievement goals, teacher plans units but: (1.3.IN.1)</p>	<p>Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all (1.3.I.2)</p>
<p>Creates well-designed unit assessments that align with an end-of-year summative assessment (either state, district, or teacher created) (1.3.HE.2)</p>	<p>Creating assessments before each unit begins for backwards planning (1.3.E.2)</p>	<p>Does not create assessments before each unit begins for backwards planning (1.3.IN.2)</p>	

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.3.HE.3)

Allocating an instructionally appropriate amount of time for each unit (1.3.E.3)

Does not allocate an instructionally appropriate amount of time for each unit (1.3.IN.3)

Identifying content standards that students will master in each unit (1.3.E.4)

1.4 Create Objective-Driven Lesson Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.4.HE.1)

Based on unit plan, teacher plans daily lessons by: (1.4.E.1)

Based on unit plan, teacher plans daily lessons but: (1.4.IN.1)

Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.4.HE.2)

Designing assignments that are meaningful or relevant (1.4.E.2)

Does not design assignments that are meaningful or relevant (1.4.IN.2)

Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction (1.4.HE.3)

Designing formative assessments that measure progress towards mastery and informed instruction (1.4.E.3)

Does not plan formative assessments to measure progress towards mastery or informed instruction (1.4.IN.3)

Identifying lesson objectives that are aligned to state content standards (1.4.E.4)

Matching instructional strategies and activities/assignments to the lesson objectives (1.4.E.5)

1.5 Track Student Data And Analyze Progress

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.5.HE.1)

Teacher uses an effective data tracking system but: (1.5.E.1)

Teacher uses an ineffective data tracking system but: (1.5.IN.1)

Uses daily checks for understanding for additional data points (1.5.HE.2)

Analyzing student progress towards mastery and planning future lessons/units accordingly (1.5.E.2)

Does not use data to analyze student progress towards mastery or to plan future lessons/units (1.5.IN.2)

Updates tracking system daily (1.5.HE.3)

Maintaining a grading system aligned to student learning goals (1.5.E.3)

Does not have grading system that appropriately aligns with student learning goals (1.5.IN.3)

Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments (1.4.I.2)

Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.5.I.2)

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Uses data analysis of student progress to drive lesson planning for the following day (1.5.HE.4) Recording student assessment/ progress data (1.5.E.4)

DOMAIN 2: EFFECTIVE INSTRUCTION (75.0%) 2.1 Develop Student Understanding And Mastery Of Lesson Objectives

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.1.HE.1)

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. (2.1.E.1)

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 (2.1.IN.1)

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 (2.1.I.1)

Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.2)

Objective is written in a student-friendly manner and/or explained to students in easy to understand terms (2.1.E.2)

Objective is stated, but not in a student-friendly manner that leads to understanding (2.1.IN.2)

There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students (2.1.I.2)

Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.3)

Importance of the objective is explained so that students understand why they are learning what they are learning (2.1.E.3)

Teacher attempts explanation of importance of objective, but students fail to understand (2.1.IN.3)

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 (2.1.I.3)

Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.4)

Lesson generally does not build on prior knowledge of students or students fail to make this connection (2.1.IN.4)

There may be no effort to connect objective to prior knowledge of students (2.1.I.4)

Lesson is well-organized to move students towards mastery of the objective (2.1.E.5)

Organization of the lesson may not always be connected to mastery of the objective (2.1.IN.5)

Lesson is disorganized and does not lead to mastery of objective (2.1.I.5)

2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.2.HE.1)

Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)

Teacher delivers content that is factually correct (2.2.IN.1)

Teacher may deliver content that is factually incorrect (2.2.I.1)

Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)

Content is clear, concise and well-organized (2.2.E.2)

Content occasionally lacks clarity and is not as well-organized as it could be (2.2.IN.2)

Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)

2.3 Engage Students in Academic Content

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.3.HE.1)	3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)	Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.1)
Teacher provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.2)	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.2)	Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content (2.3.I.2)
Teacher provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.3)	Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.3)	Teacher does not differentiate instruction to target different learning modalities (2.3.I.3)
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.4)	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.4)	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 (2.3.I.4)
Teacher effectively integrates technology as a tool to engage students in academic content (2.3.HE.5)	ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.5)	ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.5)

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.6)

Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IN.6)

Students do not actively listen and are overtly disinterested in engaging (2.3.I.6)

2.4 Check For Understanding

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.4.HE.1)

Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.2)

Teacher uses open-ended questions to assess common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking (2.4.HE.3)

Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (2.4.E.1)

Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding (2.4.E.2)

Teacher uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.3)

Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.4)

Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.5)

Teacher sometimes checks for understanding of content, but misses several key moments (2.4.IN.1)

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 (2.4.IN.2)

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 (2.4.IN.3)

Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.IN.4)

Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments (2.4.IN.5)

Teacher rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.1)

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 (2.4.I.2)

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 (2.4.I.3)

Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students (2.4.I.4)

Teacher rarely or never assesses for mastery at the end of the lesson (2.4.I.5)

2.5 Modify Instruction As Needed

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.5.HE.1)

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.1)

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 (2.5.IN.1)

Teacher may attempt to make adjustments to instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students (2.5.I.1)

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 (2.5.I.1)

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Teacher anticipates student misunderstandings and preemptively addresses them (2.5.HE.2)	Teacher responds to misunderstandings with effective scaffolding techniques (2.5.E.2)	Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)	Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.2)
Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.3)	Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.3)	Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.3)	Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (2.5.I.3)

2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.6.HE.1)	Lesson is accessible and challenging to almost all students (2.6.E.1)	Lesson is not always accessible or challenging for students (2.6.IN.1)	Lesson is not aligned with developmental level of students (may be too challenging or too easy) (2.6.I.1)
Lesson is accessible and challenging to all students (2.6.HE.2)	Teacher frequently develops higher-level understanding through effective questioning (2.6.E.2)	Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (2.6.IN.2)	Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts (2.6.I.2)
Students are able to answer higher-level questions with meaningful responses (2.6.HE.3)	Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding (2.6.E.3)	Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding (2.6.IN.3)	Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding (2.6.I.3)
Students pose higher-level questions to the teacher and to each other (2.6.HE.4)	Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning (2.6.E.4)	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate (2.6.IN.4)	Students have few opportunities to meaningfully practice or apply concepts (2.6.I.4)
Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great (2.6.HE.5)	Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.6.E.5)	Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (2.6.IN.5)	Teacher gives up on students easily and does not encourage them to persist through difficult tasks (2.6.I.5)
Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) (2.6.HE.6)			

2.7 Maximize Instructional Time

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.7.HE.1)	Students arrive on time and are aware of the consequences of arriving late (unexcused) (2.7.E.1)	Some students consistently arrive late (unexcused) for class without consequences (2.7.IN.1)	Students may frequently arrive late (unexcused) for class without consequences (2.7.I.1)
Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (2.7.HE.2)	Class starts on-time (2.7.E.2)	Class may consistently start a few minutes late (2.7.IN.2)	Teacher may frequently start class late (2.7.I.2)
Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.7.HE.3)	Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (2.7.E.3)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.7.IN.3)	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 (2.7.I.3)
Students share responsibility for operations and routines and work well together to accomplish these tasks (2.7.HE.4)	Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) (2.7.E.4)	There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.7.IN.4)	There are significant periods of time in which students are not engaged in meaningful work (2.7.I.4)
All students are on task and follow instructions of teacher without much prompting (2.7.HE.5)	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (2.7.E.5)	Teacher may delegate lesson time inappropriately between parts of the lesson (2.7.IN.5)	Teacher wastes significant time between parts of the lesson due to classroom management (2.7.I.5)
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (2.7.HE.6)	Almost all students are on task and follow instructions of teacher without much prompting (2.7.E.6)	Significant prompting from the teacher is necessary for students to follow instructions and remain on task (2.7.IN.6)	Even with significant prompting, students frequently do not follow directions and are off task (2.7.I.6)
	Disruptive behaviors and off task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson (2.7.E.7)	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 (2.7.IN.7)	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson (2.7.I.7)

2.8 Create Classroom Culture Of Respect And Collaboration

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.8.HE.1)

Students are respectful of their teacher and peers (2.8.E.1)

Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms (2.8.IN.1)

Students are frequently disrespectful of teacher or peers, as evidenced by discouraging remarks or disruptive behavior (2.8.I.1)

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.8.HE.2)	Students are given opportunities to collaborate and support each other in the learning process (2.8.E.2)	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 (2.8.IN.2)	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention (2.8.I.2)
Students reinforce positive character and behavior and discourage negative behavior amongst themselves (2.8.HE.3)	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (2.8.E.3)	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (2.8.IN.3)	Teacher rarely or never praises positive behavior (2.8.I.3)
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (2.8.E.4)	Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.8.IN.4)	Teacher rarely or never addresses negative behavior (2.8.I.4)

2.9 Set High Expectations For Academic Success

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.9.HE.1)	Teacher sets high expectations for students of all levels (2.9.E.1)	Teacher may set high expectations for some, but not others (2.9.IN.1)	Teacher rarely or never sets high expectations for students (2.8.I.1)
Students participate in forming academic goals for themselves and analyzing their progress (2.9.HE.2)	Students are invested in their work and value academic success as evidenced by their effort and quality of their work (2.9.E.2)	Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging (2.9.IN.2)	Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off task, or refuse to attempt assignments (2.9.I.2)
Students demonstrate high academic expectations for themselves (2.9.HE.3)	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) (2.9.E.3)	Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) (2.9.IN.3)	Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers (2.9.I.3)
Student comments and actions demonstrate that they are excited about their work and understand why it is important (2.9.HE.4)	Teacher celebrates and praises academic work (2.9.E.4)	Teacher may praise the academic work of some, but not others (2.9.IN.4)	Teacher rarely or never praises academic work or good behavior (2.9.I.4)
	High quality work of all students is displayed in the classroom (2.9.E.5)	High quality work of a few, but not all students, may be displayed in the classroom (2.9.IN.5)	High quality work is rarely or never displayed in the classroom (2.9.I.5)

DOMAIN 3: TEACHER LEADERSHIP (5.0%) 3.1 Contribute To School Culture

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1)	Teacher will: (3.1.E.1)	Teacher does not: (3.1.IN.1)
Seek out leadership roles (3.1.HE.2)	Dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2)	Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.2)
Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.3)	Contribute ideas and expertise to further the school's mission and initiatives (3.1.E.3)	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers (3.1.I.2)
3.2 Collaborate With Peers		
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.2.HE.1)	Teacher will: (3.2.E.1)	Teacher does not: (3.2.IN.1)
Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)	Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)	Seek to provide other teachers with assistance when needed (3.2.IN.2)
Coach peers through difficult situations (3.2.HE.3)	Seek out and participate in regular opportunities to work with and learn from others (3.2.E.3)	Regularly seek out opportunities to work with others (3.2.IN.3)
Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)		Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player (3.2.I.2)
3.3 Seek Professional Skills And Knowledge		
At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.3.HE.1)	Teacher will: (3.3.E.1)	Teacher does not: (3.3.IN.1)
Regularly share newly learned knowledge and practices with others (3.3.HE.2)	Actively pursue opportunities to improve knowledge and practice (3.3.E.2)	Actively pursue optional professional development opportunities (3.3.IN.2)
Seek out opportunities to lead professional development sessions (3.3.HE.3)	Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.3.I.2)
		Seek out ways to implement new practices into instruction (3.3.IN.3)

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Welcome constructive feedback to improve practices (3.3.E.4) Accept constructive feedback well (3.3.IN.4)

Attend all mandatory professional development opportunities (3.3.E.5)

3.4 Advocate For Student Success

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.4.HE.1)

Teacher will: (3.4.E.1)

Teacher does not: (3.4.IN.1)

Display commitment to the education of all the students in the school (3.4.HE.2)

Advocate for students' individualized needs (3.4.E.2)

Advocate for students' needs (3.4.IN.2)

Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs (3.4.I.2)

Make changes and take risks to ensure student success (3.4.HE.3)

Display commitment to the education of all his/her students (3.4.E.3)

Attempt to remedy obstacles around student achievement (3.4.E.4)

3.5 Engage Families In Student Learning

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (3.5.HE.1)

Teacher will: (3.5.E.1)

Teacher does not: (3.5.IN.1)

Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)

Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2)

Proactively reach out to parents to engage them in student learning (3.5.IN.2)

Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents (3.5.I.2)

Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events (3.5.HE.3)

Respond promptly to contact from parents (3.5.E.3)

Engage in all forms of parent outreach required by the school (3.5.E.4)

DOMAIN 4: CORE PROFESSIONALISM (Special Weighting)

4.1 Attendance

RISE 2.0 Teacher

Printed: September 12, 2018 at 8:32am



Individual has not demonstrated a pattern of unexcused absences* (4.1.M)

Individual has demonstrated a pattern of unexcused absences (4.1.DNM)

4.2 On Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.M)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.DNM)

4.3 Policies And Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.M)

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) (4.3.DNM)

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



Domain 1: Purposeful Planning (10.0%) 1.1 Utilizes Assessment Data and Creates Objective-Driven Lesson Plans

<p>Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding (1.1.HE.1)</p>	<p>Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.1.HE.2)</p>	<p>Matches instructional strategies and meaningful, relevant activities and assignments to the lesson objectives (1.1.E.2)</p>	<p>Sometimes matches instructional strategies and activities/assignments to the lesson objectives (1.1.IN.2)</p>	<p>Rarely or never matches instructional strategies and activities/assignments to the lesson objectives (1.1.I.2)</p>
<p>Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly plan instruction (1.1.HE.3)</p>	<p>Utilizes multiple assessments to determine Present Levels of Academic and Functional Performance, PLAFP (1.1.E.3)</p>	<p>Sometimes utilizes multiple assessments to determine Present Levels of Academic and Functional Performance, PLAFP (1.1.IN.3)</p>	<p>Rarely or never utilizes multiple assessments to determine Present Levels of Academic and Functional Performance, PLAFP (1.1.I.3)</p>	<p>Rarely or never develops achievement goals, unit plans, or lesson plans (1.1.I.4)</p>
<p>Identifies lesson objectives that are aligned to state content standards (1.1.E.5)</p>	<p>Develops achievement goals, unit plans, and lesson plans (1.1.E.4)</p>	<p>Sometimes identifies lesson objectives that are aligned to state content standards (1.1.IN.5)</p>	<p>Rarely or never identifies lesson objectives that are aligned to state content standards (1.1.I.5)</p>	<p>Rarely or never designs formative assessments that measure progress towards mastery and inform instruction (1.1.I.6)</p>
<p>Identifies the relationship between lesson and IEP goals (1.1.E.7)</p>	<p>Identifies the relationship between lesson and IEP goals (1.1.E.7)</p>	<p>Sometimes identifies the relationship between lesson and IEP goals (1.1.IN.7)</p>	<p>Rarely or never identifies the relationship between lesson and IEP goals (1.1.I.7)</p>	<p>Rarely or never plans annual student achievement goal(s) that is measurable; aligned to content standards; and includes benchmarks (if applicable) to help monitor learning and inform interventions throughout the year (1.2.I.1)</p>

1.2 Tracks Student Data and Analyzes Progress toward Achievement Goals

Plans annual student achievement goal and goes beyond what is expected (1.2.HE.1)

Sometimes plans annual student achievement goal that is measurable; aligned to content standards; and includes benchmarks (if applicable) to help monitor learning and inform interventions throughout the year (1.2.IN.1)

Rarely or never plans annual student achievement goal(s) that is measurable; aligned to content standards; and includes benchmarks (if applicable) to help monitor learning and inform interventions throughout the year (1.2.I.1)

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



Takes additional data to update progress monitoring (1.2.HE.2)	Analyzes and records student assessment and progress data (1.2.E.2)	Sometimes analyzes and records student assessment/progress data (1.2.IN.2)	Does not analyze and record student assessment and progress data (1.2.I.2)
Data is easily accessible and utilized to benefit students (1.2.HE.3)	Needs defined in PLAFP are aligned to goals (1.2.E.4)	Some needs defined in PLAFP may not all be aligned to goals (1.2.IN.4)	Needs defined in PLAFP are not aligned to goals (1.2.I.4)
	Services are implemented as identified in IEP (1.2.E.5)	Services are sometimes implemented as identified in IEP (1.2.IN.5)	Services are not implemented as identified in IEP (1.2.I.5)

1.3 Develops Standards-Based Unit Plans and Assessments

Creates well-designed unit assessments that align with an end-of-year summative assessment (either state, district, or teacher created) (1.3.HE.1)	Creates assessments before each unit begins for backwards planning (1.3.E.1)	Sometimes creates assessments before each unit begins for backwards planning (1.3.IN.1)	Rarely or never creates assessments before each unit begins for backwards planning (1.3.I.1)
Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit (1.3.HE.2)	Allocates an instructionally appropriate amount of time for each unit (1.3.E.2)	Sometimes allocates an instructionally appropriate amount of time for each unit (1.3.IN.2)	Rarely or never allocates an instructionally appropriate amount of time for each unit (1.3.I.2)

Domain 2: Effective Instruction (75.0%)

2.1 Develops Student Understanding and Mastery of Lesson Objectives

Students can explain what they are learning and why it is important, beyond repeating the stated objective (2.1.HE.1)	Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms so that students understand why they are learning what they are learning (2.1.E.1)	Objective is stated or written, but not in a student-friendly manner that leads to understanding and students fail to understand (2.1.IN.1)	Objective is not stated or written (2.1.I.1)
Connects students' prior knowledge to lesson and students demonstrate through work or comments that they understand this connection (2.1.HE.2)	Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students (2.1.E.2)	Sometimes lesson builds on students' prior knowledge of key concepts (2.1.IN.2)	Lesson does not build on students' prior knowledge of key concepts (2.1.I.2)



Lesson objective is specific, measurable, and aligned to standards and IEP goals. It conveys what students are learning and what they will be able to do by the end of the lesson (2.1.E.3)	Lesson objective may not convey what students are learning and what they will be able to do by the end of the lesson and may not be specific, measurable or aligned to standards and IEP goals (2.1.IN.3)	Lesson objective does not convey what students are learning and what they will be able to do by the end of the lesson and is not specific, measurable or aligned to standards and IEP goals (2.1.I.3)
Organization of the lesson incorporates differentiated instruction for all levels of students (2.1.E.4)	Organization of the lesson does not always include differentiated instruction for all levels (2.1.IN.4)	Organization of the lesson does not include any differentiated instruction (2.1.I.4)

2.2 Demonstrates and Clearly Communicates Content Knowledge to Students

- Fully explains concepts in a direct and efficient manner, while still achieving student understanding (2.2.HE.1)
- Effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.2)
- Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.3)
- Students demonstrate that they understand the content at a higher level (2.2.HE.4)
- Students monitor progress toward goals (2.2.HE.5)

Content is clear, concise and well-organized (2.2.E.6)	Content is sometimes not clear, concise and well-organized (2.2.IN.6)	Content is not clear, concise and well-organized (2.2.I.6)
Emphasizes key points or main ideas in content that are factually correct (2.2.E.7)	Sometimes does not emphasize main ideas and students may be confused about content (2.2.IN.7)	Does not emphasize main ideas, and students are confused about content (2.2.I.7)
Restates and rephrases instruction in multiple ways to increase understanding by using developmentally appropriate language and explanations (2.2.E.8)	Fails to rephrase instruction in multiple ways to increase understanding OR fails to utilize developmentally appropriate language (2.2.IN.8)	Fails to rephrase instruction in multiple ways to increase understanding AND fails to utilize developmentally appropriate language (2.2.I.8)

2.3 Engages Students in Academic Content

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



Provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.1)	3/4 or more of students are actively engaged in content at all times and not off-task (2.3.E.1)	Less than 3/4 of students are engaged in content and some are off-task (2.3.IN.1)	Less than 1/2 of students are engaged in content and many are off-task (2.3.I.1)
Provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.2)	Sustains the attention of the class by incorporating a variety of learning styles (2.3.E.2)	Sometimes sustains the attention of the class by incorporating minimal learning styles (2.3.IN.2)	Rarely or never sustains the attention of the class by incorporating limited learning styles (2.3.I.2)
The lesson progresses at an appropriate pace so that students are never disengaged and students who finish early have something else meaningful to do (2.3.HE.3)	Students have the appropriate accommodations to be engaged (2.3.E.3)	Students have some accommodations which limit their engagement (2.3.IN.3)	Students are not provided with the appropriate accommodations to be engaged (2.3.I.3)
Expands the integration of technology as a tool to engage students in academic content (2.3.HE.4)	Integrates technology as a tool to engage students in academic content (2.3.E.4)	Limited technology is utilized to engage students (2.3.IN.4)	Technology is not utilized to engage students in academic content (2.3.I.4)
	Most students have the prerequisite skills needed to fully engaged (2.3.E.5)	Some students may not have the prerequisite skills necessary to be fully engaged (2.3.IN.5)	Most students do not have the prerequisite skills necessary to be fully engaged (2.3.I.5)
	Most students work hard and are active participants (2.3.E.6)	Some students work hard and are active participants (2.3.IN.6)	Most students are not working and are not active participants (2.3.I.6)
2.4 Modifies Instruction Based on Understanding			
Checks for understanding at higher levels by asking pertinent questions that push thinking (2.4.HE.1)	Checks for understanding at all key points in the lesson (2.4.E.1)	Checks for understanding at some key points in the lesson (2.4.IN.1)	Frequently moves on with content before students have a chance to respond and gives students the answer rather than helping them think through it (2.4.I.1)
Anticipates student misunderstandings and preemptively addresses them (2.4.HE.2)	Uses a variety of methods to check for understanding (2.4.E.2)	Sometimes uses a variety of methods to check for understanding (2.4.IN.2)	Teacher rarely or never uses a variety of methods to check for understanding (2.4.I.2)
Modifies instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.4.HE.3)	Makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.4.E.3)	Sometimes attempts to make adjustments to instruction based on checks for understanding (2.4.IN.3)	Rarely or never attempts to make adjustments to instruction based on checks for understanding (2.4.I.3)
	Persists by using effective scaffolding techniques to address misunderstandings (2.4.E.4)	Sometimes uses scaffolding techniques to address misunderstandings (2.4.IN.4)	Does not utilize scaffolding techniques to address misunderstandings (2.4.I.4)
	Systematically assesses every student's mastery of the objective at the end of each lesson (2.4.E.5)	May assess student mastery at the end of the lesson but does not use this information for subsequent lesson planning (2.4.IN.5)	Rarely or never assesses for mastery at the end of the lesson (2.4.I.5)

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



2.5 Develops Higher Level of Understanding through Rigorous Instruction and Work

Highlights examples of recent student work that meets high expectations and motivates students to do it again (2.5.HE.1)

Encourages students' interest in learning by providing them with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) (2.5.HE.2)

Students have meaningful opportunities to practice, apply, and demonstrate that they are learning (2.5.E.2)

Lesson is accessible and challenging for all students (2.5.E.3)

Shows patience and encourages students to work hard toward mastering the objective and to persist even when faced with difficult tasks (2.5.E.4)

Students may have some meaningful opportunities to practice and apply skills, however instruction is more teacher-directed than needed (2.5.IN.2)

Lesson is not always accessible or challenging for all students (2.5.IN.3)

May encourage students to work hard, but may not persist in efforts to have them keep trying (2.5.IN.4)

Lesson is almost always teacher directed and students have few, meaningful opportunities to practice or apply skills (2.5.I.2)

Lesson is not aligned with developmental levels of students (2.5.I.3)

Does not encourage students to persist through difficult tasks (2.5.I.4)

2.6 Maximizes Instructional Time

Routines, transitions, and procedures are well-executed; students know what they are supposed to be doing and when to do it without prompting from the teacher (2.6.HE.1)

Students are engaged in meaningful work while waiting for the teacher (for example, during attendance) (2.6.HE.2)

Students share responsibility for operations and routines and work well together to accomplish these tasks (2.6.HE.3)

All students are on task and follow instructions of teacher without much prompting (2.6.HE.4)

Routines, transitions, and procedures are well-executed; students know what they are supposed to be doing and when to do it with minimal prompting from the teacher (2.6.E.1)

There is only a brief period of time when students are not engaged in meaningful work while teacher manages operational tasks (2.6.E.2)

Delegates time between parts of the lesson appropriately to lead students towards mastery of objective (2.6.E.3)

Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (2.6.IN.1)

There is more than a brief period of time when students are left without meaningful work to keep them engaged (2.6.IN.2)

May delegate lesson time inappropriately between parts of the lesson (2.6.IN.3)

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 (2.6.I.1)

There are significant periods of time in which students are not engaged in meaningful work (2.6.I.2)

Wastes significant time between parts of the lesson (2.6.I.3)

Effectively manages and utilizes instructional materials (2.6.E.5)

Class starts on-time (2.6.E.6)

Time is wasted managing and utilizing instructional materials (2.6.IN.5)

Class starts a few minutes late (2.6.IN.6)

Instructional materials are not prepared prior to instruction (2.6.I.5)

Class frequently start class late (2.6.I.6)

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



2.7 Creates Classroom Culture of Respect and Collaboration

Students reinforce positive character and behavior and discourage negative behavior between each other (2.7.HE.1)	Reinforces positive character and behavior and uses consequences to discourage negative behavior (2.7.E.1)	May praise positive behavior OR enforce consequences for negative behavior, but not both (2.7.IN.1)	Rarely or never praises positive behavior or enforces consequences for negative behavior (2.7.I.1)
Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance (2.7.HE.2)	Students are given opportunities to collaborate and support each other in the learning process (2.7.E.2)	Students are given few opportunities to collaborate (2.7.IN.2)	Students are not given any opportunities to collaborate (2.7.I.2)
Has a good rapport with students and shows genuine interest in their thoughts and opinions (2.7.E.3)	Has a good rapport with students and shows genuine interest in their thoughts and opinions (2.7.E.3)	May focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others (2.7.IN.3)	Rarely or never addresses (positive or negative) behavior (2.7.I.3)
Environmental supports are in place (2.7.E.4)	Environmental supports are in place (2.7.E.4)	Some environmental supports are in place but do not address all students' needs (2.7.IN.4)	Environmental supports are not evident (2.7.I.4)

2.8 Manages Student Behavior

Students demonstrate an understanding of the standards of conduct (2.8.HE.1)	Provides clear, consistent standards of conduct that are based on positive behavior intervention (2.8.E.1)	Provides unclear or inconsistent standards of conduct (2.8.IN.1)	No standards of behavior are evident (2.8.I.1)
Collects data on a regular basis and interventions are adjusted as necessary (2.8.HE.2)	Collects appropriate data on a regular basis (2.8.E.2)	Collects some data but data is inconsistent (2.8.IN.2)	Behavior data is not collected (2.8.I.2)
Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (2.8.HE.3)	Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson using positive behavior interventions (2.8.E.3)	Disruptive behaviors and off-task conversations sometimes occur; teacher may have to stop the lesson frequently to address the problem (2.8.IN.3)	Disruptive behaviors and off-task conversations are common and frequently cause the teacher to make adjustments to the lesson (2.8.I.3)
Instruction on behavior goals is evident across all settings (2.8.E.4)	Instruction on behavior goals is evident across all settings (2.8.E.4)	Instruction on behavior goals is not evident across all settings (2.8.IN.4)	Instruction on behavior goals is not evident in any setting (2.8.I.4)

Domain 3: Teacher Leadership (15.0%) 3.1 Advocates for Student Success

Displays commitment to the education of all students in the school (3.1.HE.1)	Displays commitment to the education of all his/her students (3.1.E.1)	Displays commitment to the education of some of his/her students (3.1.IN.1)	Rarely or never displays commitment to the education of his/her students (3.1.I.1)
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Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



Optimizes student success (3.1.HE.2) Attempts to remedy obstacles around student achievement (3.1.E.2) Attempts to remedy some obstacles around student achievement (3.1.IN.2) Avoids addressing obstacles around student achievement (3.1.I.2)

Advocates for students' individualized needs (3.1.E.3) Advocates for students' individualized needs (3.1.IN.3) Rarely or never advocates for students' individualized needs (3.1.I.3)

3.2 Utilizes Professional Skills and Knowledge

Shares professional development with others (3.2.HE.1) Participates in regular opportunities to work with and learn from others (3.2.E.1) Occasionally participates in opportunities to work with and learn from others (3.2.IN.1) Rarely or never participates in opportunities to work with or learn from others (3.2.I.1)

Coaches peers through difficult situations (3.2.HE.2)

Implements new practices into instruction (3.2.E.4) Rarely implements new practices into instruction (3.2.IN.4) Does not implement new practices into instruction (3.2.I.4)

3.3 Collaborates and Communicates

Maintains ongoing communication to ensure a team approach to the student's program (3.3.HE.1) Communicates with appropriate individuals involved in the student's program (3.3.E.1) Communication with appropriate individuals is not consistent (3.3.IN.1) Does not communicate with appropriate individuals (3.3.I.1)

Defuses contentious situations during the case conference (3.3.HE.2) Prepares information/data and communicates professionally at case conferences (3.3.E.2) Prepares some but not all information/data for the case conference (3.3.IN.2) Does not prepare information/data for the case conference (3.3.I.2)

Manages the conference efficiently while allowing opportunity for all to participate (3.3.HE.3) Allows the opportunity for all to participate (3.3.E.3) Allows the opportunity for some to participate (3.3.IN.3) Does not allow an opportunity for any individuals to participate (3.3.I.3)

Updates master schedule of service delivery and distributes to all personnel involved (3.3.HE.4) Submits a master schedule of service delivery as requested (3.3.E.4) Submits a master schedule after requested date (3.3.IN.4) Does not submit a master schedule (3.3.I.4)

Collaborates with school personnel before the conference (3.3.E.5) Collaborates with school personnel before the conference (3.3.IN.5) Collaborates with some school personnel before the conference (3.3.I.5) Does not collaborate with personnel before the conference (3.3.I.5)

Communicates roster changes as requested (3.3.E.6) Communicates roster changes as requested (3.3.IN.6) Does not consistently communicate roster changes as requested (3.3.I.6) Does not communicate roster changes (3.3.I.6)

3.4 Engages Families in Student Learning

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



Strives to form relationships in which parents are given simple opportunity to participate in student learning (3.4.HE.1)	Reaches out to parents in a variety of ways to engage them in student learning (3.4.E.1)	Sometimes reaches out to parents to engage them in student learning (3.4.IN.1)	Rarely or never reaches out to parents (3.4.I.1)
Addresses parent concerns in a timely and positive manner when necessary (3.4.HE.2)	Responds promptly to contact from parents (3.4.E.2)	Responds to contact from parents (3.4.IN.2)	Rarely responds to contact from parents (3.4.I.2)
Engages in parent outreach beyond required school events (3.4.HE.3)	Engages in all forms of parent outreach events required by the school (3.4.E.3)	Engages in some forms of parent outreach events required by the school (3.4.IN.3)	Does not engage in parent outreach events required by the school (3.4.I.3)

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

Individual does not demonstrate a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.1.MS)

Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.1.DNMS)

4.2 On-Time Arrival

Individual does not demonstrate a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.MS)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (4.2.DNMS)

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. adhering to Article 7 compliance timelines and HMSES policies and procedures, procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.MS)

Individual does not demonstrate a pattern of failing to follow state, corporation, and school policies and procedures (e.g. adhering to Article 7 compliance timelines and HMSES policies and procedures, procedures for submitting discipline referrals, policies for appropriate attire, etc.) (4.3.DNMS)

4.4 Respect

Northwest Shelby Special Education Teacher Effectiveness Rubric

Printed: September 12, 2018 at 8:35am



Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner individual maintains confidentiality of student records and information (4.4.MS)

Individual does not demonstrate a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNMS)

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



Domain 1.1: Teacher Effectiveness - Human Capital Management (17.0%)

1.1.1 Hiring And Retention

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.1.HE.1)	Principal recruits, hires, and supports teachers by: (1.1.1.E.1)	Principal recruits, hires, and supports effective teachers by: (1.1.1.IN.1)	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: (1.1.1.I.1)
Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; (1.1.1.HE.2)	Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; (1.1.1.E.2)	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; (1.1.1.IN.2)	Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; (1.1.1.I.2)
Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; (1.1.1.HE.3)	Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; (1.1.1.E.3)	Demonstrating ability to increase some teachers' effectiveness; (1.1.1.IN.3)	Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; (1.1.1.I.3)
Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture). (1.1.1.HE.4)	Aligning personnel decisions with the vision and mission of the school. (1.1.1.E.4)	Occasionally applying the school's vision/mission to HR decisions. (1.1.1.IN.4)	Rarely or never applying the school's vision/mission to HR decisions. (1.1.1.I.4)

1.1.2 Evaluation Of Teachers

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.2.HE.1)	Principal prioritizes and applies teacher evaluations by: (1.1.2.E.1)	Principal prioritizes and applies teacher evaluations by: (1.1.2.IN.1)	Principal does not prioritize and apply teacher evaluations by: (1.1.2.I.1)
Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. (1.1.2.HE.2)	Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.E.2)	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.IN.2)	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; (1.1.2.I.2)
	Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; (1.1.2.E.3)	Using teacher evaluations to partially differentiate the performance of teacher; (1.1.2.IN.3)	Rarely or never using teacher evaluation to differentiate the performance of teachers; (1.1.2.I.3)

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



Following processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.E.4)	Following most processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.IN.4)	Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members. (1.1.2.L.4)
<p>1.1.3 Professional Development</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.3.HE.1)</p> <p>Frequently creating learning opportunities in which highly effective teachers support their peers; (1.1.3.HE.2)</p> <p>Monitoring the impact of implemented learning opportunities on student achievement; (1.1.3.HE.3)</p> <p>Efficiency and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. (1.1.3.HE.4)</p>	<p>Principal orchestrates professional learning opportunities by: (1.1.3.IN.1)</p> <p>Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; (1.1.3.E.2)</p> <p>Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.; (1.1.3.E.3)</p> <p>Providing differentiated learning opportunities to teachers based on evaluation results. (1.1.3.E.4)</p>	<p>Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (1.1.3.L.1)</p> <p>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; (1.1.3.L.2)</p> <p>Providing no variety in format of learning opportunities; (1.1.3.L.3)</p> <p>Failing to provide professional learning opportunities based on evaluation results. (1.1.3.L.4)</p>
<p>1.1.4 Leadership And Talent Development</p> <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.4.HE.1)</p> <p>Encouraging and supporting teacher leadership and progression on career ladders; (1.1.4.HE.2)</p> <p>Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; (1.1.4.HE.3)</p> <p>Recognizing and celebrating emerging leaders. (1.1.4.HE.4)</p>	<p>Principal develops leadership and talent by: (1.1.4.IN.1)</p> <p>Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; (1.1.4.E.2)</p> <p>Providing formal and informal opportunities to mentor emerging leaders; (1.1.4.E.3)</p> <p>Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. (1.1.4.E.4)</p>	<p>Principal does not develop leadership and talent by: (1.1.4.L.1)</p> <p>Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; (1.1.4.L.2)</p> <p>Rarely or never provides mentorship to emerging leaders; (1.1.4.L.3)</p> <p>Providing no support and encouragement of leadership and growth; (1.1.4.L.4)</p>

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



Frequently assigns responsibilities without allocating necessary authority. (1.1.4.1.5)

1.1.5 Delegation

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.5.HE.1)

Encouraging and supporting staff members to seek out responsibilities; (1.1.5.HE.2)

Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. (1.1.5.HE.3)

Principal delegates tasks and responsibilities appropriately by: (1.1.5.E.1)

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.E.2)

Monitoring the progress towards success of those to whom delegations have been made; (1.1.5.E.3)

Providing support to staff members as needed. (1.1.5.E.4)

Principal delegates tasks and responsibilities appropriately by: (1.1.5.IN.1)

Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; (1.1.5.IN.2)

Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; (1.1.5.IN.3)

Providing support, but not always as needed. (1.1.5.IN.4)

Principal does not delegate tasks and responsibilities appropriately by: (1.1.5.I.1)

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; (1.1.5.I.2)

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; (1.1.5.I.3)

Rarely or never providing support. (1.1.5.I.4)

1.1.6 Strategic Assignment

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.6.HE.1)

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. (1.1.6.HE.2)

Principal uses staff placement to support instruction by: (1.1.6.E.1)

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; (1.1.6.E.2)

Strategically assigning support staff to teachers and classes as necessary to support student achievement. (1.1.6.E.3)

Principal uses staff placement to support instruction by: (1.1.6.IN.1)

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. (1.1.6.IN.2)

Principal does not use staff placement to support instruction by: (1.1.6.I.1)

Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs. (1.1.6.I.2)

1.1.7 Addressing Teachers Who Are In Need Of Improvement Or Ineffective

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.1.7.HE.1)

Principal addresses teachers in need of improvement or ineffective by: (1.1.7.E.1)

Principal addresses teachers in need of improvement or ineffective by: (1.1.7.IN.1)

Principal does not address teachers in need of improvement or ineffective by: (1.1.7.I.1)

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



Tracking remediation plans in order to inform future decisions about effectiveness of certain supports; (1.1.7.HE.2)	Developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.E.2)	Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; (1.1.7.I.2)
Staying in frequent communication with teachers on remediation plans to ensure necessary support. (1.1.7.HE.3)	Monitoring the success of remediation plans; (1.1.7.E.3)	Rarely or never monitoring the success of remediation plans; (1.1.7.I.3)
	Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.E.4)	Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. (1.1.7.I.4)

Domain 1.2: Teacher Effectiveness - Instructional Leadership (17.0%)

1.2.1 Mission And Vision

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.1.HE.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.E.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.IN.1)	Principal does not support a school-wide instructional vision and/or mission by: (1.2.1.I.1)
Defining long, medium, and short-term application of the vision and/or mission; (1.2.1.HE.2)	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); (1.2.1.E.2)	Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); (1.2.1.IN.2)	Failing to adopt a school-wide instructional vision and/or mission; (1.2.1.I.2)
Monitoring and measuring progress toward the school's vision and/or mission; (1.2.1.HE.3)	Defining specific instructional and behavioral actions linked to the school's vision and/or mission; (1.2.1.E.3)	Making significant key decisions without alignment to the vision and/or mission; (1.2.1.IN.3)	Defining a school-wide instructional vision and/or mission that is not applied to decisions; (1.2.1.I.3)
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; (1.2.1.HE.4)	Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students; (1.2.1.E.4)	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. (1.2.1.IN.4)	Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness. (1.2.1.I.4)
Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor. (1.2.1.HE.5)	Ensuring all key decisions are aligned to the vision and/or mission. (1.2.1.E.5)		

1.2.2 Classroom Observations

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.2.2.HE.1)</p>	<p>Principal uses classroom observations to support student academic achievement by: (1.2.2.E.1)</p>	<p>Principal uses classroom observations to support student academic achievement by: (1.2.2.IN.1)</p>	<p>Principal uses classroom observations to support student academic achievement by: (1.2.2.I.1)</p>
<p>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; (1.2.2.HE.2)</p>	<p>Visiting all teachers frequently (announced and unannounced) to observe instruction; (1.2.2.E.2)</p>	<p>Occasionally visiting teachers to observe instruction; (1.2.2.IN.2)</p>	<p>Rarely or never visiting teachers to observe instruction; (1.2.2.I.2)</p>
<p>Monitoring the impact of feedback provided to teachers. (1.2.2.HE.3)</p>	<p>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; (1.2.2.E.3)</p>	<p>Occasionally analyzing student performance data to drive instruction evaluate instructional quality; (1.2.2.IN.3)</p>	<p>Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; (1.2.2.I.3)</p>
<p>Monitoring collaborative efforts to ensure a constant focus on student learning; (1.2.3.HE.2)</p>	<p>Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (1.2.2.E.4)</p>	<p>Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. (1.2.2.IN.4)</p>	<p>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes. (1.2.2.I.4)</p>
<p>Tracking best collaborative practices to solve specific challenges; (1.2.3.HE.3)</p>	<p>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; (1.2.3.E.3)</p>	<p>Supporting and encouraging teamwork and collaboration in a limited number of ways; (1.2.3.IN.3)</p>	<p>Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; (1.2.3.I.3)</p>
<p>Holding collaborating teams accountable for their results. (1.2.3.HE.4)</p>	<p>Aligning teacher collaborative efforts to the school's vision/mission. (1.2.3.E.4)</p>	<p>Occasionally aligning teacher collaborative efforts to instructional practices. (1.2.3.IN.4)</p>	<p>Rarely or never aligning teacher collaborative efforts to instructional practices. (1.2.3.I.4)</p>

1.2.3 Teacher Collaboration

Domain 1.3: Teacher Effectiveness - Leading Indicators of Student Learning (16.0%)

1.3.1 Planning And Developing Student Learning Objectives

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.1.HE.1)</p>	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by: (1.3.1.E.1)</p>	<p>Principal supports the creation of Student Learning Objectives (SLOs) by: (1.3.1.IN.1)</p>	<p>Principal does not support the creation of Student Learning Objectives by: (1.3.1.I.1)</p>
<p>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; (1.3.1.HE.2)</p>	<p>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; (1.3.1.E.2)</p>	<p>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; (1.3.1.IN.2)</p>	<p>Failing to organize/provide opportunities for teacher collaboration; (1.3.1.I.2)</p>
<p>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; (1.3.1.HE.3)</p>	<p>Collaborating with teachers to identify standards or skills to be assessed; (1.3.1.E.3)</p>	<p>Occasionally collaborating with teachers to identify standards or skills to be assessed; (1.3.1.IN.3)</p>	<p>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; (1.3.1.I.3)</p>
<p>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; (1.3.1.HE.4)</p>	<p>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; (1.3.1.E.4)</p>	<p>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; (1.3.1.IN.4)</p>	<p>Not meeting with teachers throughout the year to look at progress towards goals. (1.3.1.I.5)</p>
<p>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; (1.3.1.HE.5)</p>	<p>Systematically working with teachers to monitor and revisit SLOs throughout year as necessary; (1.3.1.E.5)</p>	<p>Working with teachers only occasionally throughout the year to measure progress towards goals; (1.3.1.IN.5)</p>	<p>Principal creates rigor in SLOs by: (1.3.2.I.1)</p>
<p>Revisiting the use and design of teacher and school-wide tracking tools. (1.3.1.HE.6)</p>	<p>Utilizing a tracking tool to monitor school-wide progress on SLOs; (1.3.1.E.6)</p>	<p>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. (1.3.1.IN.6)</p>	<p>Allowing for outcomes to be benchmarked to less than typical growth; (1.3.2.I.2)</p>
<p>Ensuring teachers utilize a tracking tool to show student progress towards SLOs. (1.3.1.E.7)</p>	<p>Principal creates rigor in SLOs by: (1.3.2.IN.1)</p>	<p>Principal creates rigor in SLOs by: (1.3.2.IN.1)</p>	<p>Failing to assess baseline knowledge of students; (1.3.2.I.3)</p>

1.3.2 Rigorous Student Learning Objectives

<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.2.HE.1)</p>	<p>Principal creates rigor in SLOs by: (1.3.2.E.1)</p>	<p>Principal creates rigor in SLOs by: (1.3.2.IN.1)</p>	<p>Principal creates rigor in SLOs by: (1.3.2.I.1)</p>
<p>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; (1.3.2.HE.2)</p>	<p>Ensuring teachers' SLOs define desired outcomes; (1.3.2.E.2)</p>	<p>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; (1.3.2.IN.2)</p>	<p>Allowing for outcomes to be benchmarked to less than typical growth; (1.3.2.I.2)</p>
<p>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. (1.3.2.HE.3)</p>	<p>Ensuring outcomes are benchmarked to high expectations, such as International standards and/or typical to high growth; (1.3.2.E.3)</p>	<p>Assessing baseline data that may not be effectively used to assess students' starting points; (1.3.2.IN.3)</p>	<p>Failing to assess baseline knowledge of students; (1.3.2.I.3)</p>

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



Ensuring assessments used correspond to the appropriate state content standards; (1.3.2.E.4)
 Ensuring an analysis of previous year's student performance is included in the development of SLOs; (1.3.2.E.5)
 Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. (1.3.2.E.6)

Selecting and allowing for assessments that may not be appropriately aligned to state content standards. (1.3.2.IN.4)

Failing to select assessments that are appropriately aligned to content standards. (1.3.2.I.4)

1.3.3 Instructional Time

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (1.3.3.HE.1)

Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. (1.3.3.HE.2)

Principal supports instructional time by: (1.3.3.E.1)

Removing all sources of distractions of instructional time; (1.3.3.E.2)

Promoting the sanctity of instructional time; (1.3.3.E.3)

Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. (1.3.3.E.4)

Principal supports instructional time by: (1.3.3.IN.1)

Removing major sources of distractions of instructional time; (1.3.3.IN.2)

Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; (1.3.3.IN.3)

Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. (1.3.3.IN.4)

Principal does not support instructional time by: (1.3.3.I.1)

Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; (1.3.3.I.2)

Rarely or never promoting the sanctity of instructional time; (1.3.3.I.3)

Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time. (1.3.3.I.4)

Domain 2.1: Leadership Actions - Personal Behavior (17.0%)

2.1.1 Professionalism

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.1.HE.1)

Principal displays professionalism by: (2.1.1.E.1)

Principal supports professionalism by: (2.1.1.IN.1)

Principal does not support professionalism by: (2.1.1.I.1)

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



<p>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; (2.1.1.HE.2)</p>	<p>Modeling professional, ethical, and respectful behavior at all times; (2.1.1.E.2)</p>	<p>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; (2.1.1.IN.2)</p>	<p>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; (2.1.1.I.2)</p>
<p>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.HE.3)</p>	<p>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.E.3)</p>	<p>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.IN.3)</p>	<p>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.I.3)</p>

2.1.2 Time Management

<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.2.HE.1)</p>	<p>Principal manages time effectively by: (2.1.2.E.1)</p>	<p>Principal manages time effectively by: (2.1.2.IN.1)</p>	<p>Principal manages time effectively by: (2.1.2.I.1)</p>
<p>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; (2.1.2.HE.2)</p>	<p>Establishing yearly, monthly, weekly, and daily priorities and objectives; (2.1.2.E.2)</p>	<p>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; (2.1.2.IN.2)</p>	<p>Rarely or never establishing timely objectives or priorities; (2.1.2.I.2)</p>
<p>Monitoring use of time to identify areas that are not effectively utilized. (2.1.2.HE.3)</p>	<p>Identifying and consistently prioritizing activities with the highest-leverage on student achievement. (2.1.2.E.3)</p>	<p>Occasionally prioritizes activities unrelated to student achievement. (2.1.2.IN.3)</p>	<p>Regularly prioritizing activities unrelated to student achievement. (2.1.2.I.3)</p>

2.1.3 Using Feedback To Improve Student Performance

<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.3.HE.1)</p>	<p>Principal uses feedback to improve student performance by: (2.1.3.E.1)</p>	<p>Principal uses feedback to improve student performance by: (2.1.3.IN.1)</p>	<p>Principal does not use feedback to improve student performance by: (2.1.3.I.1)</p>
<p>Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; (2.1.3.HE.2)</p>	<p>Actively soliciting feedback and help from all key stakeholders; (2.1.3.E.2)</p>	<p>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; (2.1.3.IN.2)</p>	<p>Regularly avoiding or devaluing feedback; (2.1.3.I.2)</p>
<p>Identifying the most efficient means through which feedback can be generated; (2.1.3.HE.3)</p>	<p>Acting upon feedback to shape strategic priorities to be aligned to student achievement. (2.1.3.E.3)</p>	<p>Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. (2.1.3.IN.3)</p>	<p>Rarely or never applying feedback to shape priorities. (2.1.3.I.3)</p>
<p>Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback. (2.1.3.HE.4)</p>			

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



2.1-4 Initiative And Persistence

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.1.4.HE.1)	Principal displays initiative and persistence by: (2.1.4.E.1)	Principal displays initiative and persistence by: (2.1.4.IN.1)	Principal does not display initiative and persistence by: (2.1.4.I.1)
Exceeding typical expectations to accomplish ambitious goals; (2.1.4.HE.2)	Consistently achieving expected goals; (2.1.4.E.2)	Achieving most, but not all expected goals; (2.1.4.IN.2)	Rarely or never achieving expected goals; (2.1.4.I.2)
Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; (2.1.4.HE.3)	Taking on voluntary responsibilities that contribute to school success; (2.1.4.E.3)	Occasionally taking on additional, voluntary responsibilities that contribute to school success; (2.1.4.IN.3)	Rarely or never taking on additional, voluntary responsibilities that contribute to school success; (2.1.4.I.3)
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. (2.1.4.HE.4)	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; (2.1.4.E.4)	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; (2.1.4.IN.4)	Rarely or never taking risks to support students in achieving results; (2.1.4.I.4)
	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.4.E.5)	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. (2.1.4.IN.5)	Never seeking out potential partnerships. (2.1.4.I.5)

Domain 2.2: Leadership Actions - Building Relationships (17.0%)

2.2.1 Culture Of Urgency

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

2.2.2 Communication

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.2.HE.1)	Principal skillfully and clearly communicates by: (2.2.2.IN.1)	Principal does not skillfully and clearly communicate by: (2.2.2.I.1)
To the extent possible, messaging key concepts in real time; (2.2.2.HE.2)	Messaging most, but not all, key concepts; (2.2.2.IN.2)	Rarely or never messaging key concepts; (2.2.2.I.2)
Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; (2.2.2.HE.3)	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; (2.2.2.IN.3)	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; (2.2.2.I.3)
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. (2.2.2.HE.4)	Utilizing a limited number of means and approaches to communication. (2.2.2.IN.4)	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication. (2.2.2.I.4)

2.2.3 Forging Consensus For Change And Improvement

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.2.3.HE.1)	Principal creates a consensus for change and improvement by: (2.2.3.IN.1)	Principal does not create a consensus for change and improvement by: (2.2.3.I.1)
Guides others through change and addresses resistance to that change; (2.2.3.HE.2)	Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; (2.2.3.IN.2)	Failing to identify areas in which agreement and/or consensus is necessary; (2.2.3.I.2)
Monitors the success of strategies and revises based on strengths and weaknesses; (2.2.3.HE.3)	Managing change and improvement processes without building systems and allies necessary to support the process; (2.2.3.IN.3)	Rarely or never managing or developing a process for change and/or improvement; (2.2.3.I.3)
Creates cultural changes that reflect and support building a consensus for change. (2.2.3.HE.4)	Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. (2.2.3.IN.4)	Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. (2.2.3.I.4)

Domain 2.3: Leadership Actions - Culture of Achievement (16.0%)

2.3.1 High Expectations

At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.1.HE.1)	Principal creates and supports high academic and behavioral expectations by: (2.3.1.IN.1)	Principal does not create or support high academic and behavior expectations by: (2.3.1.I.1)
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RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 6:33am



<p>Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; (2.3.1.HE.2)</p>	<p>Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; (2.3.1.E.2)</p>	<p>Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; (2.3.1.IN.2)</p>	<p>Accepting poor academic performance and/or student behavior; (2.3.1.I.2)</p>
<p>Benchmarking expectations to the performance of the state's highest performing schools; (2.3.1.HE.3)</p>	<p>Empowering students to set high and demanding expectations for themselves; (2.3.1.E.3)</p>	<p>Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. (2.3.1.IN.3)</p>	<p>Failing to set high expectations or sets unrealistic or unattainable goals. (2.3.1.I.3)</p>
<p>Creating systems and approaches to monitor the level of academic and behavior expectations; (2.3.1.HE.4)</p>	<p>Ensuring that students are consistently learning, respectful, and on task; (2.3.1.E.4)</p>		
<p>Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. (2.3.1.HE.5)</p>	<p>Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; (2.3.1.E.5)</p>		
	<p>Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs. (2.3.1.E.6)</p>		
<h3>2.3.2 Academic Rigor</h3>			
<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.2.HE.1)</p>	<p>Principal establishes academic rigor by: (2.3.2.E.1)</p>	<p>Principal establishes academic rigor by: (2.3.2.IN.1)</p>	<p>Principal has not established academic rigor by: (2.3.2.I.1)</p>
<p>Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. (2.3.2.HE.2)</p>	<p>Creating ambitious academic goals and priorities that are accepted as fixed and immovable. (2.3.2.E.2)</p>	<p>Creating academic goals that are nearing the rigor required to meet the school's academic goals; (2.3.2.IN.2)</p>	<p>Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; (2.3.2.I.2)</p>
		<p>Creating academic goals but occasionally deviates from these goals in the face of adversity. (2.3.2.IN.3)</p>	<p>Consistently sets and abandons ambitious academic goals. (2.3.2.I.3)</p>
<h3>2.3.3 Data Usage in Teams</h3>			
<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally: (2.3.3.HE.1)</p>	<p>Principal utilizes data by: (2.3.3.E.1)</p>	<p>Principal utilizes data by: (2.3.3.IN.1)</p>	<p>Principal does not utilize data by: (2.3.3.I.1)</p>

RISE 2.0 Principal Effectiveness

Printed: September 12, 2018 at 8:33am



Data used as basis of decision making is transparent and communicated to all stakeholders; (2.3.3.HE.2)	Orchestrating frequent and timely team collaboration for data analysis; (2.3.3.E.2)	Occasionally supporting and/or orchestrating team collaboration for data analysis; (2.3.3.IN.2)	Rarely or never organizing efforts to analyze data; (2.3.3.I.2)
Monitoring the use of data in formulating action plans to identify areas where additional data is needed. (2.3.3.HE.3)	Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (2.3.3.E.3)	Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. (2.3.3.IN.3)	Rarely or never applying data analysis to develop action plans. (2.3.3.I.3)

Assistant Principal

Printed: September 12, 2018 at 8:36am



Domain 1.1: Teacher Effectiveness-Mission and Vision (13.0%)

1.1.1 Contributes to the achievement of the mission & vision

<p>In addition to Level 3, the assistant principal: (1.1.1.HE.1)</p> <p>Catalyzes commitment to and vigorous pursuit of the school's vision & mission (1.1.1.HE.2)</p>	<p>The assistant principal: (1.1.1.E.1)</p> <p>Works through complex issues in ways that energize stakeholder commitment (1.1.1.E.2)</p> <p>Contributes individual capabilities and leading group initiatives that consistently achieve essential objectives (1.1.1.E.3)</p> <p>Translates the vision and mission into daily school practices (1.1.1.E.4)</p>	<p>The assistant principal: (1.1.1.IN.1)</p> <p>Contributes individual capabilities to achieve essential objectives (1.1.1.IN.2)</p> <p>Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent (1.1.1.IN.3)</p>	<p>The assistant principal: (1.1.1.I.1)</p> <p>Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision (1.1.1.I.2)</p> <p>Exhibits actions or behaviors that negatively affect stakeholder commitment (1.1.1.I.3)</p>
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1.1.2 Assists the principal in hiring, developing and retaining effective teachers

<p>In addition to Level 3, the assistant principal: (1.1.2.HE.1)</p> <p>Provides the student management and/or instructional support necessary to develop and retain effective early career teachers (1.1.2.HE.2)</p>	<p>The assistant principal: (1.1.2.E.1)</p> <p>Bases hiring recommendations primarily on the teacher's level of effectiveness (1.1.2.E.2)</p> <p>Takes specific actions to facilitate the development and retention of effective staff members (1.1.2.E.3)</p> <p>Aligns personnel recommendations with the vision and mission of the school (1.1.2.E.4)</p>	<p>The assistant principal: (1.1.2.IN.1)</p> <p>Examines a teacher's level of effectiveness, but does not use it as the primary factor in hiring recommendations (1.1.2.IN.2)</p> <p>Takes action steps that have a limited effective on the development and/or retention of effective teachers (1.1.2.IN.3)</p> <p>Occasionally aligns the school's vision/mission to hiring recommendations (1.1.2.IN.4)</p>	<p>The assistant principal: (1.1.2.I.1)</p> <p>Disregards or fails to examine teacher's level of effectiveness when making hiring recommendations (1.1.2.I.2)</p> <p>Fails to take consistent steps to facilitate the development and/or retention of effective teachers (1.1.2.I.3)</p> <p>Fails to align hiring recommendations to the mission and vision of the school (1.1.2.I.4)</p>
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Domain 1.2: Teacher Effectiveness - Capital Management (25.0%)

1.2.1 Observes professional practice

Assistant Principal

Printed: September 12, 2018 at 8:36am



In addition to Level 3, the assistant principal: (1.2.1.HE.1)	The assistant principal: (1.2.1.E.1)	The assistant principal: (1.2.1.IN.1)	The assistant principal: (1.2.1.I.1)
Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented (1.2.1.HE.2)	Examines prior performance and student achievement data to inform observations and walkthroughs (1.2.1.E.2)	Frequently categorizes instructional practice inaccurately (1.2.1.IN.2)	Falls to conduct an adequate number of observations (1.2.1.I.2)
Differentiates the number of observations based on observed levels of teacher effectiveness (1.2.1.HE.3)	Accurately categorizes observed instructional practice (1.2.1.E.3)	Conducts the minimum number of required observations, despite observed deficiencies in professional practice (1.2.1.IN.3)	Falls to implement a system to track the number of observations and/or the type of feedback offered to teachers (1.2.1.I.3)
	Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal (1.2.1.E.4)	Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal (1.2.1.IN.4)	

1.2.2 Provides actionable feedback

In addition to Level 3, the assistant principal: (1.2.2.HE.1)	The assistant principal: (1.2.2.E.1)	The assistant principal: (1.2.2.IN.1)	The assistant principal: (1.2.2.I.1)
Models desired actions or schedules opportunities for the teacher to learn from other teachers (1.2.2.HE.2)	Develops bite-sized action plans focused on the highest leverage teacher actions (1.2.2.E.2)	Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions (1.2.2.IN.2)	Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether (1.2.2.I.2)
Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. (1.2.2.HE.3)	Provides clear directions for how to do the most important tasks well (1.2.2.E.3)	Leaves implementation of feedback to chance by failing to consistently follow up (1.2.2.IN.3)	Fails to develop action plans with teachers (1.2.2.I.3)
	Frequently follows up to ensure feedback is implemented with fidelity (1.2.2.E.4)		

1.2.3 Monitors student performance

In addition to Level 3, the assistant principal: (1.2.3.HE.1)	The assistant principal: (1.2.3.E.1)	The assistant principal: (1.2.3.IN.1)	The assistant principal: (1.2.3.I.1)
Develops teachers' collective ability to positively impact student learning (1.2.3.HE.2)	Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps (1.2.3.E.2)	Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers (1.2.3.IN.2)	Primarily analyzes data only after statewide achievement tests are complete (1.2.3.I.2)

Assistant Principal

Printed: September 12, 2018 at 8:36am



Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs (1.2.3.HE.3)

Collaboratively develops concrete action steps aligned with student and teacher needs (1.2.3.E.3)

Frequently follows up to ensure action plans are implemented with fidelity (1.2.3.E.4)

Allows teachers to establish action steps that lack clarity or alignment to performance data (1.2.3.IN.3)

Fails to frequently follow up to ensure proper implementation (1.2.3.IN.4)

Fails to identify action steps that are aligned with interim or classroom assessment data (1.2.3.I.3)

1.2.4 Demonstrates commitment to improve teacher performance

In addition to Level 3, the assistant principal: (1.2.4.HE.1)

The assistant principal: (1.2.4.E.1)

The assistant principal: (1.2.4.IN.1)

The assistant principal: (1.2.4.I.1)

Identifies and facilitates opportunities for teachers to share best practices (1.2.4.HE.2)

Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors (1.2.4.E.2)

Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies (1.2.4.E.3)

Disregards the need for individualized assistance/coaching (1.2.4.I.2)

Provides limited opportunities for teachers to engage in professional learning (1.2.4.I.3)

Domain 1.3: Teacher Effectiveness- Talent Review (12.0%)

1.3.1 Assists the principal with the evaluation of teachers

In addition to Level 3, the assistant principal: (1.3.1.HE.1)

The assistant principal: (1.3.1.E.1)

The assistant principal: (1.3.1.IN.1)

The assistant principal: (1.3.1.I.1)

Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning (1.3.1.HE.2)

Ensures all evaluation processes and expectations are transparent and clear (1.3.1.E.2)

Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated (1.3.1.IN.2)

Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation (1.3.1.I.2)

Allocates necessary time and resources to complete thorough, accurate and defensible evaluations (1.3.1.E.3)

Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness (1.3.1.IN.3)

Demonstrates the ability to identify individual teacher strengths and weaknesses (1.3.1.E.4)

incorporates limited student data and evidence of teacher practices in evaluation ratings (1.3.1.I.3)

Assistant Principal

Printed: September 12, 2018 at 8:36am



Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers (1.3.1.E.5)

Domain 2.1: Leadership Actions - Professional Leadership (25.0%) 2.1.1 Effectively communicates

In addition to Level 3, the assistant principal: (2.1.1.HE.1)

The assistant principal: (2.1.1.E.1)

The assistant principal: (2.1.1.IN.1)

The assistant principal: (2.1.1.I.1)

Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals (2.1.1.HE.2)

Communicates well with appropriate audiences and responds in a timely manner to receive expressed concerns (2.1.1.E.2)

Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness (2.1.1.IN.2)

Fails to keep appropriate audiences informed. Uses methods of communication that are ineffective or inappropriate for the circumstance/audience (2.1.1.I.2)

Maintains high visibility, accessibility, and establishes strong lines of communication (2.1.1.HE.3)

Uses appropriate communication methods and media (2.1.1.E.3)

Responds in an inconsistent manner to resolve expressed concerns (2.1.1.IN.3)

Maintains appropriate visibility and accessibility to staff (2.1.1.E.4)

2.1.2 Reflects on practice and continually learns

In addition to Level 3, the assistant principal: (2.1.2.HE.1)

The assistant principal: (2.1.2.E.1)

The assistant principal: (2.1.2.IN.1)

The assistant principal: (2.1.2.I.1)

Promotes a culture of self-reflection and continuous improvement (2.1.2.HE.2)

Expresses willingness to learn and openly acknowledges areas for growth (2.1.2.E.2)

Expresses willingness to learn from others, but is reluctant to admit own shortcomings (2.1.2.IN.2)

Resists changes to personal or leadership behaviors (2.1.2.I.2)

Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement (2.1.2.HE.3)

Learns from personal experiences and the actions/insights of others (2.1.2.E.3)

Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps (2.1.2.IN.3)

Fails to consistently achieve professional growth goals as outlined in professional growth plan (2.1.2.I.3)

2.1.3 Demonstrates resiliency and persistence

Establishes priorities and and achieves action plans focused on high-leverage leadership competencies (2.1.2.E.4)

Assistant Principal

Printed: September 12, 2018 at 8:38am



In addition to Level 3, the assistant principal: (2.1.3.HE.1)	The assistant principal: (2.1.3.E.1)	The assistant principal: (2.1.3.IN.1)	The assistant principal: (2.1.3.I.1)
Engages staff and self in a continuous pursuit of professional growth and school improvement (2.1.3.HE.2)	Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals (2.1.3.E.2)	Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals (2.1.3.IN.2)	Reacts with visible frustration to challenging problems or setbacks (2.1.3.I.2)
Anticipates problems and confronts and solves problems that have yet to be successfully addressed (2.1.3.HE.3)	Identifies action steps and leverages available resources to confront difficult problems (2.1.3.E.3)		Easily loses focus on improving student achievement (2.1.3.I.3)
2.1.4 Monitors time and task management			
In addition to Level 3, the assistant principal: (2.1.4.HE.1)	The assistant principal: (2.1.4.E.1)	The assistant principal: (2.1.4.IN.1)	The assistant principal: (2.1.4.I.1)
Prioritizes being an instructional leader above all else (2.1.4.HE.2)	Consistently allocates the time and resources necessary to achieve ambitious goals (2.1.4.E.2)	Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low-level distractions (2.1.4.IN.2)	Rarely protects time for instructional leadership priorities (2.1.4.I.2)
Is a model of punctuality and timeliness in discharging his/her professional responsibilities (2.1.4.HE.3)	Spends time on high leverage activities (2.1.4.E.3)	Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities (2.1.4.IN.3)	Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals (2.1.4.I.3)
	Delegates applicable responsibilities to other staff and helps them achieve success in these activities (2.1.4.E.4)		

Domain 2.2: Leadership Actions - School Leadership (25.0%)

2.2.1 Maintains a culture of excellence

In addition to Level 3, the assistant principal: (2.2.1.HE.1)	The assistant principal: (2.2.1.E.1)	The assistant principal: (2.2.1.IN.1)	The assistant principal: (2.2.1.I.1)
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Assistant Principal

Printed: September 12, 2018 at 8:36am



Instills the daily habits necessary to create a culture of excellence (2.2.1.HE.2)	Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning (2.2.1.E.2)	Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student-centered culture (2.2.1.IN.2)	Fails to take the initiative to identify and recognize the accomplishments of others (2.2.1.I.2)
Is unwavering in maintaining high expectations for everyone (2.2.1.HE.3)	Provides students and staff the support, time, and structures necessary to be successful (2.2.1.E.3)	Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected (2.2.1.IN.3)	Consistently ignores staff or student performance issues (2.2.1.I.3)
	Celebrates the accomplishments of others and proactively resolves performance issues (2.2.1.E.4)		

2.2.2 Enhances teacher collaboration

In addition to Level 3, the assistant principal: (2.2.2.HE.1)	The assistant principal: (2.2.2.E.1)	The assistant principal: (2.2.2.IN.1)	The assistant principal: (2.2.2.I.1)
Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement (2.2.2.HE.2)	Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school (2.2.2.E.2)	Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards (2.2.2.IN.2)	Fails to provide teacher teams the support and/or resources necessary to achieve desired results (2.2.2.I.2)
	Holds collaborating teams accountable for achieving desired results (2.2.2.E.3)		Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving (2.2.2.I.3)

2.2.3 Supports a universal code of conduct

In addition to Level 3, the assistant principal: (2.2.3.HE.1)	The assistant principal: (2.2.3.E.1)	The assistant principal: (2.2.3.IN.1)	The assistant principal: (2.2.3.I.1)
Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors (2.2.3.HE.2)	Coaches a culture of excellence through repeated practice and modeling of desired behaviors (2.2.3.E.2)	Supports the maintenance of routines, procedures, and policies, but is primarily reactive (2.2.3.IN.2)	Sends inconsistent messages about school policy (2.2.3.I.2)
	Consistently and fairly applies positive and negative consequences for behavior (2.2.3.E.3)	Fails to consistently apply either positive and/or negative consequences for behavior (2.2.3.IN.3)	Tolerates discipline violations and allows positive student and staff behavior to go unrecognized (2.2.3.I.3)
	Promotes a predictable, safe learning environment through consistency of actions (2.2.3.E.4)		

Assistant Principal

Printed: September 12, 2018 at 8:36am



2.2.4 Engage families and the community in student learning

In addition to Level 3, the assistant principal: (2.2.4.HE.1)	The assistant principal: (2.2.4.E.1)	The assistant principal: (2.2.4.IN.1)	The assistant principal: (2.2.4.I.1)
Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education (2.2.4.HE.2)	Fosters partnerships with families, community agencies and/or the corporate sector (2.2.4.E.2)	Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning (2.2.4.IN.2)	Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts (2.2.4.I.2)
	Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs (2.2.4.E.3)	Inconsistently engages established parents (2.2.4.IN.3)	
	Assists the principal in securing cooperation from family and community members to support school improvement initiatives (2.2.4.E.4)		

Indiana School Counselor Rubric

Printed: September 12, 2018 at 8:34am



Domain 1: Academic Achievement (30.0%)

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

The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE)

The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)

The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)

The school counselor does not monitor academic achievement. (1.1.I)

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

The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (1.2.HE)

The school counselor regularly engages in professional development. (1.2.E)

The school counselor sporadically engages in professional development. (1.2.IN)

The school counselor does not engage in professional development. (1.2.I)

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

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

The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.E)

The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.IN)

The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.I)

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

Indiana School Counselor Rubric

Printed: September 12, 2018 at 8:34am



<p>The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE)</p>	<p>The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)</p>	<p>The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN)</p>	<p>The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)</p>
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1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.

<p>Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. (1.5.HE)</p>	<p>Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. (1.5.E)</p>	<p>Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons. (1.5.IN)</p>	<p>Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. (1.5.I)</p>
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1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.

<p>The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.HE)</p>	<p>The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.E)</p>	<p>The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.IN)</p>	<p>The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)</p>
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Domain 2: Student Assistance Services (20.0%) 2.1 The School Counselor Assists All Students In Acquiring The Attitudes, Knowledge And Interpersonal Skills To Help Them Understand And Respect Self And Others.

Indiana School Counselor Rubric

Printed: September 12, 2018 at 8:34am



The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors. (2.1.HE)

The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors. (2.1.E)

The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors. (2.1.IN)

The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors. (2.1.I)

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

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

The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students. (2.2.E)

The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; adult assistance and professional help; assists students to identify school and community resources, or implements any prevention programming for students. (2.2.IN)

The school counselor does not explain the students' right to a safe and secure school environment; help students to differentiate situations that require peer support; adult assistance and professional help; help students to identify school and community resources, or implement any prevention programming for students. (2.2.I)

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

The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.HE)

The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.E)

The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. (2.3.IN)

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

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

The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture. (2.4.HE)

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN)

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

Indiana School Counselor Rubric

Printed: September 12, 2018 at 8:34am



Domain 3: Career Development (20.0%)

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

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE)

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)

The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN)

The school counselor does not facilitate age-appropriate career development. (3.1.I)

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

The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. (3.2.HE)

The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. (3.2.E)

The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. (3.2.IN)

The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. (3.2.I)

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

The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE)

The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.E)

The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. (3.3.IN)

The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. (3.3.I)

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

Indiana School Counselor Rubric

Printed: September 12, 2018 at 8:34am



<p>The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)</p>	<p>The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)</p>	<p>The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IN)</p>	<p>The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)</p>
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Domain 4: Professional Leadership (30.0%)

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

<p>The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE)</p>	<p>Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)</p>	<p>Professional goals are sometimes established. The school counselor opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I)</p>	<p>Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I)</p>
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4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

<p>The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE)</p>	<p>The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)</p>	<p>The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN)</p>	<p>The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)</p>
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4.3 The School Counselor Collaborates With Teachers, Parents, And The Community To Advocate For The Success Of All Students And Increase Awareness Of Students' Needs.

<p>The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students. (4.3.HE)</p>	<p>The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E)</p>	<p>The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IN)</p>	<p>The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I)</p>
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Indiana School Counselor Rubric

Printed: September 12, 2018 at 8:34am



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

The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.HE)

The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.E)

The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. (4.4.IN)

The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. (4.4.I)

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

The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. (4.5.HE)

The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. (4.5.E)

The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. (4.5.IN)

The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems. Increase the students served, or evaluate areas of particular strength or weakness. (4.5.I)

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

The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies. (4.6.HE)

The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies. (4.6.E)

The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs. (4.6.IN)

The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships. (4.6.I)

Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



Domain 1: Purposeful Planning and Preparation (25.0%)

1.1 Recruits, hires, and retains quality employees

<p>Monitors the effectiveness of recruiting, hiring, and retention systems and approaches and suggests changes when needed (1.1.HE)</p>	<p>Consistently determines and uses a candidate's level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions (1.1.E.1)</p>	<p>Inconsistently uses established procedures for recruiting and hiring staff (1.1.JN.1)</p>	<p>Does not follow established procedures for recruiting and hiring staff (1.1.I.1)</p>
<p>Maintains and retains effective and highly effective personnel (1.1.E.2)</p>	<p>Aligns personnel decisions with the vision and mission of the interlocal (1.1.E.3)</p>	<p>Does not always actively or urgently pursue filling vacancies (1.1.JN.2)</p>	<p>Does not actively or urgently pursue filling vacancies (1.1.I.2)</p>
<p>Consistently uses established procedures for recruiting and hiring staff (1.1.E.4)</p>			

1.2 Effectively carries out personnel evaluation procedures

<p>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process (1.2.HE)</p>	<p>Visits all personnel with sufficient frequency to accurately assess performance using the evaluation procedures for all staff members (1.2.E.1)</p>	<p>Inconsistently uses procedures in a systematic or timely manner, and varies from the inter-local evaluation plan (1.2.JN.1)</p>	<p>Provides evaluations that are incomplete, inaccurate, and/or do not reflect staff performance (1.2.I.1)</p>
<p>Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data (1.2.E.2)</p>		<p>Provides evaluations that do not differentiate the performance of personnel (1.2.JN.2)</p>	
			<p>Provides evaluations across personnel that are skewed toward the positive or negative extremes (1.2.JN.3)</p>

1.3 Provides meaningful professional development for district personnel

Northwestern Shelby Special Education Administration Rubric

Printed: September 12, 2018 at 8:35am



<p>Creates learning opportunities in which highly effective personnel support their peers (1.3.HE.1)</p> <p>Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources (1.3.HE.2)</p>	<p>Provides learning opportunities to personnel aligned to professional needs and the strategic plan (1.3.EE.1)</p> <p>Provides differentiated learning opportunities (ex: instructional coaching, workshops, team meetings, etc.) to personnel based on evaluation results (1.3.EE.2)</p>	<p>Misses the opportunity to provide professional development to staff (1.3.IN.1)</p> <p>Does not vary the format of learning opportunities to personnel (1.3.IN.2)</p>	<p>Fails to provide meaningful staff development opportunities that are systematic and identifies areas of need (1.3.I.1)</p>
<h3>1.4 Provides leadership for talent development</h3>			
<p>Encourages and supports personnel leadership and progression on career ladders (1.4.HE.1)</p> <p>Systematically provides opportunities for emerging leaders to distinguish themselves (1.4.HE.2)</p> <p>Recognizes and celebrates emerging leaders (1.4.HE.3)</p>	<p>Provides formal and informal opportunities to mentor emerging leaders (1.4.EE.1)</p> <p>Promotes, supports, and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities (1.4.EE.2)</p>	<p>Provides limited opportunities for potential leader to develop and grow (1.4.IN.1)</p> <p>Promotes leadership opportunities for personnel who do not demonstrate leadership leader potential (1.4.IN.2)</p>	<p>Does not seek out or recognize leadership or talent of personnel (1.4.I.1)</p> <p>Creates unnecessary barrier to talent development (1.4.I.2)</p>
<h3>1.5 Delegates responsibilities to assist in the effective operation of the organization</h3>			
<p>Encourages and supports staff members to seek out additional responsibilities and growth opportunities (1.5.HE)</p>	<p>Seeks out and selects staff members for increased responsibility based on their qualifications and performance (1.5.EE.1)</p> <p>Monitor the progress toward success of those to whom delegations have been made (1.5.EE.2)</p> <p>Provides support to staff members as needed (1.5.EE.3)</p>	<p>Sometimes over or under delegates responsibilities to staff (1.5.IN.1)</p>	<p>Abrogates responsibilities through inappropriate delegation (1.5.I.1)</p>
<h3>1.6 Strategically assigns personnel</h3>			

Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



<p>Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision (1.6.HE)</p>	<p>Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (1.6.E.1)</p>	<p>Assigns staff without regard to staff qualifications, nature of the position, or the best interest of the inter-local and/or districts (1.6.IN.1)</p>	<p>Places personnel in working situations that create unnecessary difficulties for the interlocal and districts (1.6.I.1)</p>
<p>Implements a system for accurately projecting caseloads and workloads for hiring and assignment purposes (1.6.E.2)</p>	<p>Does not promptly address assignment issues that may require a change (1.6.IN.2)</p>	<p>Rarely addresses problems created by inappropriate assignments (1.6.I.2)</p>	<p>Rarely notifies appropriate district and interlocal changes of assignment (1.6.I.3)</p>
<p>Considers the best interest of the students, the inter-local, and districts when making staff assignments (1.6.E.3)</p>	<p>Overlooks some of the inter-local and district personnel in the notification of staff assignments (1.6.IN.3)</p>	<p>Overlooks some of the inter-local and district personnel in the notification of staff assignments (1.6.IN.3)</p>	<p>Rarely notifies appropriate district and interlocal changes of assignment (1.6.I.3)</p>
<p>Reacts promptly when assignment changes are needed (1.6.E.4)</p>	<p>Reacts promptly when assignment changes are needed (1.6.E.4)</p>	<p>Reacts promptly when assignment changes are needed (1.6.E.4)</p>	<p>Reacts promptly when assignment changes are needed (1.6.E.4)</p>
<p>Notifies appropriate interlocal and district personnel of staff assignment changes (1.6.E.5)</p>	<p>Notifies appropriate interlocal and district personnel of staff assignment changes (1.6.E.5)</p>	<p>Notifies appropriate interlocal and district personnel of staff assignment changes (1.6.E.5)</p>	<p>Notifies appropriate interlocal and district personnel of staff assignment changes (1.6.E.5)</p>

1.7 Addresses personnel who are in need of improvement or are ineffective

<p>Stays in frequent communication with personnel on remediation plans to ensure necessary support (1.7.HE.1)</p>	<p>Develops and monitors remediation plans as ineffective or in need of improvement (1.7.E.1)</p>	<p>Does not address all areas of staff performances where improvement is needed (1.7.IN.1)</p>	<p>Fails to address staff performance issues when improvement is needed (1.7.I.1)</p>
<p>Tracks remediation plans in order to inform future decisions about effectiveness of certain supports (1.7.HE.2)</p>	<p>Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel (1.7.E.2)</p>	<p>Insufficiently monitors remediation progress (1.7.IN.2)</p>	<p>Does not monitor progress on remediation plans (1.7.I.2)</p>
<p>Communicates professionalism concerns with personnel as they arise and prior to final evaluation (1.7.E.3)</p>	<p>Communicates professionalism concerns with personnel as they arise and prior to final evaluation (1.7.E.3)</p>	<p>Does not always follow statutory and contractual language when counseling out or recommending dismissal (1.7.IN.3)</p>	<p>Ignores statutory and contractual language when counseling out or recommending dismissal (1.7.I.3)</p>

1.8 Establishes culture of collaboration

Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



Monitors collaborative efforts to ensure a constant focus on student learning (1.8.HE.1)	Establishes a culture of collaboration with a focus on student learning and achievement (1.8.E.1)	Expects cooperation with sufficient attention to collaboration (1.8.IN.1)	Fails to engage in collaborative activities which result in dissatisfaction of stakeholders (1.8.I.1)
Tracks best collaborative practices to solve specific challenges (1.8.HE.2)	Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving (1.8.E.2)	Fails to capitalize on some opportunities for collaboration (1.8.IN.2)	Failures to engage in collaborative activities which inhibit achievement of district and interlocal goals (1.8.I.2)

Domain 2: Effective Instruction, Treatment and/or Instructional Support (25.0%)

2.1 Promotes effective use of service delivery time

Systematically monitors the use of time to create innovative opportunities for increased professional effectiveness (1.HE)	Monitors service delivery schedules to maximize effort focused on instructing and/or supporting students (1.E.1)	Sometimes fails to monitor service delivery schedules (1.IN.1)	Does not monitor service delivery schedules or does not provide recommendations to improve efficient use of time (1.1)
Ensures efficient service delivery by observing staff and providing recommendations for improvement (1.E.2)	Ensures efficient service delivery by observing staff and providing recommendations for improvement (1.E.2)	Sometimes service delivery recommendations are not made when insidency occurs (1.IN.2)	

2.2 Ensures staff maintains a climate of high expectations

Creates systems to monitor the progress toward rigorous performance goals, ensuring wins are celebrated when goals are met and new goals reflect achievements (2.2.HE)	Promotes the development of appropriate IEP goals for all students (2.2.E.1)	Sometimes accepts IEP goals that lack rigor or do not reflect significant educational benefits (2.2.IN.1)	Does not monitor IEP goal development and/or accepts goals lacking in rigor (2.2.I.1)
Monitors the implementation of service delivery to ensure appropriate IEP goals are reflected in practice (2.2.E.2)	Monitors the implementation of service delivery to ensure appropriate IEP goals are reflected in practice (2.2.E.2)	Does not always monitor or encourage practice that reflects ambitious IEP goals (2.2.IN.2)	Does not recognize what constitutes effective professional practice (2.2.I.2)

2.3 Promotes comprehensive data usage to develop IEP

Analyzes data with personnel to drive instruction and evaluate performance quality (2.3.HE.1)	Supports staff in analyzing data for IEP goal development (2.3.E.1)	Promotes data usage in some areas of IEP development, but not others (2.3.IN.1)	Does not communicate to staff the importance of comprehensive data usage in IEP development (2.3.I.1)
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Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



Orchestrates frequent and timely review of data analysis (2.3.HE.2)	Ensure that IEP goals are objectively stated and measurable (2.3.E.2)
Uses data as a basis of decision making (2.3.HE.3)	Leads staff in implementing appropriate progress monitoring procedures and collecting data (2.3.E.3)

Domain 3: Leadership Actions (25.0%)

3.1 Demonstrates professionalism

Articulates and communicates appropriate behavior to all stakeholders (3.1.HE.1)	Models professional, ethical and respectful behavior at all times (3.1.E.1)	Fails to model professionalism at all times (3.1.IN.1)	Fails to model professionalism at all times (3.1.I.1)
Creates mechanisms, systems and/or incentives to motivate students and colleagues to display professional, ethical and respectful behavior at all times (3.1.HE.2)	Expects students and colleagues to display professional, ethical, and respectful behavior at all times (3.1.E.2)	Occasionally holds students and colleagues to professional, ethical, and respectful behavior expectations (3.1.IN.2)	Does not hold students and colleagues to professional, ethical, and respectful expectations (3.1.I.2)

3.2 Manages Time

Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives (3.2.HE.1)	Establishes yearly, monthly, weekly, and daily priorities and objectives (3.2.E.1)	Establishes short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives (3.2.IN.1)	Rarely or never establishes timely objectives or priorities (3.2.I.1)
Monitors use of time to identify areas that are not effectively utilized (3.2.HE.2)	Identifies and consistently prioritizes activities with the highest-leverage on student achievement (3.2.E.2)	Occasionally prioritizes activities unrelated to student achievement (3.2.IN.2)	Regularly prioritizes activities unrelated to student achievement (3.2.I.2)

3.3 Takes initiative and is persistent

Exceeding typical expectations to accomplish ambitious goals (3.3.HE.1)	Consistently achieves expected goals (3.3.E.1)	Achieves most, but not all expected goals (3.3.IN.1)	Rarely or never achieves expected goals (3.3.I.1)
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Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



<p>Regularly identifies, communicates, and addresses the school's most significant obstacles to student achievement (3.3.HE.2)</p> <p>Engages with key stakeholders to create solutions to the school's most significant obstacles to student achievement (3.3.HE.3)</p>	<p>Takes on voluntary responsibilities that contribute to school success (3.3.E.2)</p> <p>Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement (3.3.E.3)</p> <p>Seeks out potential partnerships with groups and organizations with the intent of increasing student achievement (3.3.E.4)</p>	<p>Occasionally takes on additional, voluntary responsibilities that contribute to school success (3.3.IN.2)</p> <p>Occasionally takes risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement (3.3.IN.3)</p> <p>Infrequently seeks out potential partnerships with groups and organizations with the intent of increasing student achievement (3.3.IN.4)</p>	<p>Rarely or never takes on additional, voluntary responsibilities that contribute to school success (3.3.I.2)</p> <p>Rarely or never takes risks to support students in achieving results (3.3.I.3)</p> <p>Never seeks out potential partnerships (3.3.I.4)</p>
<p>3.4 Creates a culture of urgency</p> <p>Ensures the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement (3.4.HE)</p>	<p>Aligns the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations</p> <p>Leads a relentless pursuit of these expectations (3.4.E)</p>	<p>Aligns major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders (3.4.IN.1)</p> <p>Occasionally leads a pursuit of these expectations (3.4.IN.2)</p>	<p>Fails to align efforts of students and teachers to a shared understanding of academic and behavioral expectations (3.4.I.1)</p> <p>Falls to identify the efforts of students and teachers, thus unable to align these efforts (3.4.I.2)</p>
<p>3.5 Communicate with personnel</p> <p>To the extent possible, messages key concepts in real time (3.5.HE.1)</p> <p>Tracks the impact of interactions with stakeholders, revises approach and expanding scope of communications when appropriate (3.5.HE.2)</p>	<p>Messages key concepts, such as the school's goals, needs, plans, success, and failures (3.5.E.1)</p> <p>Interacts with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. (3.5.E.2)</p>	<p>Messaging most, but not all, key concepts (3.5.IN.1)</p> <p>Interacts with a variety of stakeholders but not yet reaching all invested groups and organizations (3.5.IN.2)</p>	<p>Rarely or never messaging key concepts; interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR Ineffectively utilizing several means of communication (3.5.I.1)</p>

Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations (3.5.HE.3)	Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. (3.5.E.3)	Utilizes a limited number of means and approaches to communication (3.5.IN.3)
<h3>3.6 Forges consensus for change and improvement</h3>		
Guides others through change and addresses resistance to that change (3.6.HE.1)	Uses effective strategies to work toward a consensus for change and improvement (3.6.E.1)	Identifies areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement (3.6.IN.1)
Monitors the success of strategies and revises based on strengths and weaknesses (3.6.HE.2)	Systematically manages and monitors change processes (3.6.E.2)	Manages change and improvement processes without building systems and allies necessary to support the process (3.6.IN.2)
Creates cultural changes that reflect and support building a consensus for change (3.6.HE.3)	Secures cooperation from key stakeholders in planning and implementing change and driving improvement. (3.6.E.3)	Asks for feedback but not yet successful in securing cooperation in delivering input from all stakeholders (3.6.IN.3)
<h3>3.7 Sets high expectations</h3>		
Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations (3.7.HE.1)	Empowers teachers and staff to set high and demanding academic and behavior expectations for every student (3.7.E.1)	Empowers teachers and staff to set high and demanding academic and behavior expectations for every student (3.7.IN.1)
Benchmark expectations to the performance of the state's highest performing schools (3.7.HE.2)	Empowers students to set high and demanding expectations for themselves (3.7.E.2)	Empowers students to set high and demanding expectations for themselves (3.7.IN.2)
Creates systems and approaches to monitor the level of academic and behavior expectations (3.7.HE.3)	Ensures that students are consistently learning, respectful, and on task (3.7.E.3)	Ensures that students are consistently learning, respectful, and on task (3.7.IN.3)
Encourages a culture in which students are able to clearly articulate their diverse personal academic goals (3.7.HE.4)	Sets clear expectations for student academics and behavior and establishing consistent practices across classrooms (3.7.E.4)	Sets clear expectations for student academics and behavior but occasionally failing to hold students to these expectations (3.7.IN.4)
		Fails to identify areas in which agreement and/or consensus is necessary (3.6.I.1)
		Rarely or never manages or develops a process for change and/or improvement (3.6.I.2)
		Rarely or never seeks out feedback or secures cooperation – making unilateral, arbitrary decisions (3.6.I.3)
		Accepts poor academic performance and/or student behavior (3.7.I.1)
		Fails to set high expectations or sets unrealistic or unattainable goals (3.7.I.2)

Northwestern Shelby Special Education Administrator Rubric

Printed: September 12, 2018 at 8:35am



Ensures the use of practices with proven effectiveness in creating success for all students (3.7.E.5)

3.8 Expects academic rigor

Creates systems to monitor the progress towards rigorous academic goals (3.8.HE.1)

Creates ambitious academic goals and priorities that are accepted as fixed and immovable (3.8.E.1)

Creates academic goals that are nearing the rigor required to meet the school's academic goals (3.8.IN.1)

Fails to create academic goals or priorities OR has created academic goals and priorities that are not ambitious (3.8.I.1)

Ensuring wins are celebrated when goals are met and new goals reflect achievements (3.8.HE.2)

Creates academic goals but occasionally deviates from these goals in the face of adversity (3.8.IN.2)

Consistently sets and abandons ambitious academic goals (3.8.I.2)

3.9 Uses data when meeting with teams

Uses data as basis of decision making that is transparent and communicated to all stakeholders (3.9.HE.1)

Orchestrates frequent and timely team collaboration for data analysis (3.9.E.1)

Occasionally supports and/or orchestrates team collaboration for data analysis (3.9.IN.1)

Rarely or never organizes efforts to analyze data (3.9.I.1)

Monitors the use of data in formulating action plans to identify areas where additional data is needed (3.9.HE.2)

Develops and supports others in formulating action plans for immediate implementation that are based on data analysis (3.9.E.2)

Occasionally develops and supports others in formulating action plans for implementation that are based on data analysis (3.9.IN.2)

Rarely or never applies data analysis to develop action plans (3.9.I.2)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



Domain 1: Professionalism (30.0%)

1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.

Highly Effective (1.1.HE) Effective (1.1.E) Improvement Necessary (1.1.IN) Ineffective (1.1.I) NA (1.1.)

1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.

Highly Effective (1.2.HE) Effective (1.2.E) Improvement Necessary (1.2.IN) Ineffective (1.2.I) NA (1.2.)

1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; Implements and maintains all health and sport medical requirements and regulations.

Highly Effective (1.3.HE) Effective (1.3.E) Improvement Necessary (1.3.IN) Ineffective (1.3.I) NA (1.3.)

1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; interprets rules and regulations regarding academic eligibility.

Highly Effective (1.4.HE) Effective (1.4.E) Improvement Necessary (1.4.IN) Ineffective (1.4.I) NA (1.4.)

1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.

Highly Effective (1.5.HE) Effective (1.5.E) Improvement Necessary (1.5.IN) Ineffective (1.5.I) NA (1.5.)

1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.

Highly Effective (1.6.HE) Effective (1.6.E) Improvement Necessary (1.6.IN) Ineffective (1.6.I) NA (1.6.)

1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



According to legal regulations applicable to athletics.

Highly Effective (1.7.HE) Effective (1.7.E) Improvement Necessary (1.7.IN) Ineffective (1.7.I) NA (1.7.)

1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.

Highly Effective (1.8.HE) Effective (1.8.E) Improvement Necessary (1.8.IN) Ineffective (1.8.I) NA (1.8.)

1.9 Fulfills professional responsibilities with honesty and integrity.

Highly Effective (1.9.HE) Effective (1.9.E) Improvement Necessary (1.9.IN) Ineffective (1.9.I) NA (1.9.)

1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.

Highly Effective (1.10.HE) Effective (1.10.E) Improvement Necessary (1.10.IN) Ineffective (1.10.I) NA (1.10.)

1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.

Highly Effective (1.11.HE) Effective (1.11.E) Improvement Necessary (1.11.IN) Ineffective (1.11.I) NA (1.11.)

1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.

Highly Effective (1.12.HE) Effective (1.12.E) Improvement Necessary (1.12.IN) Ineffective (1.12.I) NA (1.12.)

Domain 2: Administrative Responsibilities (30.0%)

2.1 Provides leadership for the athletic department and places it in the proper educational perspective.

Highly Effective (2.1.HE) Effective (2.1.E) Improvement Necessary (2.1.IN) Ineffective (2.1.I) NA (2.1.)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists, coordinates, and participates as determined by the school administrator, in scheduling and conduct of all athletic staff interviews.

Highly Effective (2.3.HE) Effective (2.2.E) Improvement Necessary (2.2.IN) Ineffective (2.2.I) NA (2.2.)

2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.

Highly Effective (2.3.HE) Effective (2.3.E) Improvement Necessary (2.3.IN) Ineffective (2.3.I) NA (2.3.)

2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.

Highly Effective (2.4.HE) Effective (2.4.E) Improvement Necessary (2.4.IN) Ineffective (2.4.I) NA (2.4.)

2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.

Highly Effective (2.5.HE) Effective (2.5.E) Improvement Necessary (2.5.IN) Ineffective (2.5.I) NA (2.5.)

2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.

Highly Effective (2.6.HE) Effective (2.6.E) Improvement Necessary (2.6.IN) Ineffective (2.6.I) NA (2.6.)

2.7 Arranges school board approved transportation for athletic events.

Highly Effective (2.7.HE) Effective (2.7.E) Improvement Necessary (2.7.IN) Ineffective (2.7.I) NA (2.7.)

2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.

Highly Effective (2.8.HE) Effective (2.8.E) Improvement Necessary (2.8.IN) Ineffective (2.8.I) NA (2.8.)

2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



Highly Effective (2.9.HE) Effective (2.9.E) Improvement Necessary (2.9.IN) Ineffective (2.9.I) NA (2.9.)

2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.

Highly Effective (2.10.HE) Effective (2.10.E) Improvement Necessary (2.10.IN) Ineffective (2.10.I) NA (2.10.)

2.11 Establishes procedures for the supervision and use of the training room.

Highly Effective (2.11.HE) Effective (2.11.E) Improvement Necessary (2.11.IN) Ineffective (2.11.I) NA (2.11.)

2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.

Highly Effective (2.12.HE) Effective (2.12.E) Improvement Necessary (2.12.IN) Ineffective (2.12.I) NA (2.12.)

2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.

Highly Effective (2.13.HE) Effective (2.13.E) Improvement Necessary (2.13.IN) Ineffective (2.13.I) NA (2.13.)

2.14 Coordinates the organization and operation of the press boxes.

Highly Effective (2.14.HE) Effective (2.14.E) Improvement Necessary (2.14.IN) Ineffective (2.14.I) NA (2.14.)

2.15 Attends and serves as school liaison at athletic booster club meetings.

Highly Effective (2.15.HE) Effective (2.15.E) Improvement Necessary (2.15.IN) Ineffective (2.15.I) NA (2.15.)

2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.

Highly Effective (2.16.HE) Effective (2.16.E) Improvement Necessary (2.16.IN) Ineffective (2.16.I) NA (2.16.)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.

Highly Effective (2.17.HE) Effective (2.17.E) Improvement Necessary (2.17.IN) Ineffective (2.17.I) NA (2.17.)

2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.

Highly Effective (2.18.HE) Effective (2.18.E) Improvement Necessary (2.18.IN) Ineffective (2.18.I) NA (2.18.)

2.19 Prepares and obtains signed game contracts.

Highly Effective (2.19.HE) Effective (2.19.E) Improvement Necessary (2.19.IN) Ineffective (2.19.I) NA (2.19.)

2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.

Highly Effective (2.20.HE) Effective (2.20.E) Improvement Necessary (2.20.IN) Ineffective (2.20.I) NA (2.20.)

2.21 Completes accurate financial records.

Highly Effective (2.21.HE) Effective (2.21.E) Improvement Necessary (2.21.IN) Ineffective (2.21.I) NA (2.21.)

2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.

Highly Effective (2.22.HE) Effective (2.22.E) Improvement Necessary (2.22.IN) Ineffective (2.22.I) NA (2.22.)

2.23 Keeps informed of the rules and regulations of the total athletic program.

Highly Effective (2.23.HE) Effective (2.23.E) Improvement Necessary (2.23.IN) Ineffective (2.23.I) NA (2.23.)

2.24 Informs the school board about program directions, problems and achievements.

Highly Effective (2.24.HE) Effective (2.24.E) Improvement Necessary (2.24.IN) Ineffective (2.24.I) NA (2.24.)

2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



responsibilities.

Highly Effective (2.25.HE) Effective (2.25.E) Improvement Necessary (2.25.IN) Ineffective (2.25.I) NA (2.25.)

2.26 Performs other duties as the principal and/or district administrator may direct.

Highly Effective (2.26.HE) Effective (2.26.E) Improvement Necessary (2.26.IN) Ineffective (2.26.I) NA (2.26.)

Domain 3: Sport Specific Duties (40.0%)

3.1 Attends as many contests, meets and events as possible (home and away).

Highly Effective (3.1.HE) Effective (3.1.E) Improvement Necessary (3.1.IN) Ineffective (3.1.I) NA (3.1.)

3.2 Examines all equipment and facilities before use.

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

3.3 Provides dressing rooms for visiting teams and game officials.

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

3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.

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

3.5 Evaluates each athlete's grades at the end of each grading period.

Highly Effective (3.5.HE) Effective (3.5.E) Improvement Necessary (3.5.IN) Ineffective (3.5.I) NA (3.5.)

3.6 Secures parent consent cards, physical cards and medical forms from all participants.

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



Highly Effective (3.6.HE)	Effective (3.6.E)	Improvement Necessary (3.6.IN)	Ineffective (3.6.I)	NA (3.6.)
3.7 Informs all coaches of all conference and state rules and regulations.				
Highly Effective (3.7.HE)	Effective (3.7.E)	Improvement Necessary (3.7.IN)	Ineffective (3.7.I)	NA (3.7.)
3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.				
Highly Effective (3.8.HE)	Effective (3.8.E)	Improvement Necessary (3.8.IN)	Ineffective (3.8.I)	NA (3.8.)
3.9 Supervises and observes coaching and maintains proper rapport with coaches.				
Highly Effective (3.9.HE)	Effective (3.9.E)	Improvement Necessary (3.9.IN)	Ineffective (3.9.I)	NA (3.9.)
3.10 Provides a system of evaluation and professional growth of coaches.				
Highly Effective (3.10.HE)	Effective (3.10.E)	Improvement Necessary (3.10.IN)	Ineffective (3.10.I)	NA (3.10.)
3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.				
Highly Effective (3.11.HE.1)	Effective (3.11.E.1)	Improvement Necessary (3.11.IN.1)	Ineffective (3.11.I.1)	NA (3.11..1)
3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.				
Highly Effective (3.12.HE)	Effective (3.12.E)	Improvement Necessary (3.12.IN)	Ineffective (3.12.I)	NA (3.12.)
3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials,				

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



supplies, and equipment.

Highly Effective (3.13.HE) Effective (3.13.E) Improvement Necessary (3.13.IN) Ineffective (3.13.I) NA (3.13.)

3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.

Highly Effective (3.14.HE) Effective (3.14.E) Improvement Necessary (3.14.IN) Ineffective (3.14.I) NA (3.14.)

Domain 4: Core Professionalism (Special Weighting)

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences. (4.1.M)

Individual demonstrates a pattern of unexcused absences. (4.1.DNM)

4.2 On-Time Arrival

Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.M)

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement). (4.2.DNM)

4.3 Policies and Procedures

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). (4.3.M)

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.). (4.3.DNM)

NIAAA Athletic Director Effectiveness Rubric

Printed: September 12, 2018 at 8:39am



4.4-Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.DNIM)

Last Name, First Name
 Position: Teacher
 Triton Central Elementary School
 Finalization Worksheet
 Primary Evaluator: Last Name, First Name



Employee Effectiveness Rubric (EER)

	Rating	Weight	Weighted Rating
DOMAIN 1: PURPOSEFUL PLANNING	3.15	X 0.200	0.63
DOMAIN 2: EFFECTIVE INSTRUCTION	3.45	X 0.750	2.59
DOMAIN 3: TEACHER LEADERSHIP	3.40	X 0.050	0.17
DOMAIN 4: CORE PROFESSIONALSIM			0.00
Final EER Score			3.39

Finalization Worksheet - Group 1

Component	Raw Score	Weight	Weighted Score
Employee Effectiveness Rubric	3.39	X 0.950	3.2205
School-Wide Learning Measure	2.00	X 0.0249	0.0498
IGM/SLO	2.00	X 0.0251	0.0502
Sum of the Weighted Scores			3.3205
Finalization			Effective

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	less than 1.75

 Staff Signature

 Date