



## Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

### Staff Performance Evaluation Plan Submission Cover Sheet

**SY 2022-2023**

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

|                              |  |
|------------------------------|--|
| School Corporation Name      | Liberty-Perry Community Schools                                |
| School Corporation Number    | 1895   |
| Evaluation Plan Website Link | <a href="http://www.libertyperry.org">www.libertyperry.org</a> |

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

- The System for Teacher and Student Advancement (TAP)
- The Peer Assistance and Review Teacher Evaluation System (PAR)
- RISE 3.0 State Model
- Locally Developed Plan
- Other Modified RISE



**Instructions:**

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

**Submission:**

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

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

| Annual Evaluations   |                                |   |                          |
|--|--------------------------------|---|--------------------------|
| Requirement  | Statutory/Regulatory Authority | Examples of Relevant Information  | Reference Page Number(s) |
| Annual performance evaluations for each certificated employee            | IC 20-28-11.5-4(c)(1)          | Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents  | Page 1                   |
| Annual performance evaluations include a minimum of two (2) observations | 511 IAC 10-6-5                 | A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation | Page 3                   |



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

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

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



| Designation in Rating Category  |  |  |                |
|---|--|--|----------------|
| Requirement   | Statutory/Regulatory Authority                 | Examples of Relevant Information   | Page Number(s) |
| A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective  | IC 20-28-11.5-4(c)(3)                          | Summative scoring process that yields placement into each performance category<br><br>Weighting (broken down by percentage) of all evaluation components                       | Page 1         |
| A definition of negative impact for certificated staff<br><br>A final summative rating modification if and when a teacher negatively affects student growth | IC 20-28-11.5-4(c)(5)<br><br>511 IAC 10-6-4(c) | Definition of <b>negative impact</b> on student growth for all certificated staff<br><br>Description of the process for modifying a final summative rating for negative growth | Page 3         |

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



| Instruction Delivered by Teachers Rated Ineffective  |                                |   |                |
|--|--------------------------------|---|----------------|
| Requirement  | Statutory/Regulatory Authority | Examples of Relevant Information  | Page Number(s) |
| The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective | IC 20-28-11.5-7(c)             | Process for ensuring students do not receive instruction from ineffective teachers two years in a row | Page 2         |
| The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable                             | IC 20-28-11.5-7(d)             | Description of how parents will be informed of the situation  | Page 2         |



### **Negative Impact**

IF a teacher satisfies the following two variables, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range.

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

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

### **Liberty-Perry Community Schools**

#### **Modified RISE**

#### **Observations Expectations**

ITEM#1-Evaluators will conduct no less than one long and one short observation throughout the year on teachers who receive a RISE score if 3.0 and above from the previous year.

ITEM#2-Evaluators will conduct no less than two long and three short observations throughout the year on teachers who receive a RISE score that is below a 3.0 from the previous year.

ITEM#3-Evaluators will conduct no less than two long and three short observations throughout the year on all new certified staff members.

ITEM#4-Both the Evaluator or the Teacher may request more evaluations at their discretion.

#### **Liberty-Perry Teacher Groups**

All Teachers evaluation scores will be scored 100% for the Teachers Effectiveness Rubric (IDOE RISE Model, page 18 option 2).



# policy

**BOARD OF SCHOOL TRUSTEES  
LIBERTY-PERRY COMMUNITY SCHOOL CORPORATION**

**PROFESSIONAL STAFF  
3220.01/page 1 of 4**

## TEACHER APPRECIATION GRANTS

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

### Definitions:

For purposes of this policy, the following definitions apply:

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

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

### Distribution of Annual Teacher Appreciation Grants:

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

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

# policy

**BOARD OF SCHOOL TRUSTEES  
LIBERTY-PERRY COMMUNITY SCHOOL CORPORATION**

**PROFESSIONAL STAFF  
3220.01/page 2 of 4**

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

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

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

# **policy**

**BOARD OF SCHOOL TRUSTEES  
LIBERTY-PERRY COMMUNITY SCHOOL CORPORATION**

**PROFESSIONAL STAFF  
3220.01/page 3 of 4**

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

# policy

**BOARD OF SCHOOL TRUSTEES  
LIBERTY-PERRY COMMUNITY SCHOOL CORPORATION**

**PROFESSIONAL STAFF  
3220.01/page 4 of 4**

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

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

Adopted 8/8/17

| © NEOLA 20172019

# Indiana School Counselor Effectiveness Rubric

This rubric combines many of the professional requirements of a professional School Counselor with those of the RISE Model. It is a working revision of the School Counselor Evaluation Rubric available on the Learning Connection website – <https://learningconnection.doe.in.gov/> – within the “IDOE-Developing New Indiana Evaluations” community. It was designed to provide another option as schools develop or refine effectiveness rubrics and evaluation materials for Indiana Student Services Personnel. For questions or comments, contact Fleck Education Services at fleckeducation@gmail.com or 317-748-0108.

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

| Competencies  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|---|--|--|--|--|
| 1.1 Utilize Assessment Data to Plan                                 | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding | <b>Counselor uses student achievement, achievement-related, survey and other student data to formulate plans.</b> : - Annual program goals and student academic, career and personal/social goals. | <b>Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate:</b> - Annual program goals and student academic, career and personal/social goals..                         | <b>Counselor does not use student achievement data or survey results when planning.</b>  |
| 1.2 Set Ambitious and Measurable Program and Student Goals          | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Shares plan with administrator(s) and school staff  | <b>Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.</b>  | <b>Counselor rarely sets – ambitious and measurable annual program goals and student academic, career and personal/social goals.</b>   | <b>Counselor does not set – ambitious and measurable annual program goals and student academic, career and personal/social goals.</b>                        |
| 1.3 Plan, Organize, Deliver and Manage Effective Counseling Program | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Follows a state or national comprehensive school counseling model according to standards                    | <b>Counselor participates in</b> - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions                                      | <b>Counselor rarely participates in</b> - Planning, - Organizing, - Delivering and - Managing of effective counseling program  | <b>Counselor does not complete</b> - Planning, - Organizing, - Delivering or - Management of an effective counseling program                                 |
| 1.4 Develop Standards-Based Lessons and Assessments                 | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Creates well-designed assessments and/or surveys based on state or national standards                       | <b>Based on program and student goals counselor:</b> - Identifies guidance standards that students will master and delivers lessons and assessments/surveys for assessing growth                   | <b>Counselor rarely - identifies guidance standards that students will master and only occasionally or never delivers lessons and assessments/surveys for assessing growth</b>   | <b>Counselor does not identify guidance standards that students will master and does not deliver lessons or use assessments/surveys for assessing growth</b> |
| 1.5 Track Student Data and Analyze Progress                         | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally:</b> - Uses assessment/progress data in planning future lessons/units accordingly.                                 | <b>Counselor uses an effective data tracking system for:</b> - Recording student assessment/ progress data and analyzing student progress towards mastery  | <b>Counselor rarely uses a data tracking system for:</b> - Recording student assessment/ progress data. <b>Counselor may not:</b> - Use data to analyze student progress towards mastery or to plan future lessons/units | <b>Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system</b>                       |

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

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

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

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

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

|   |  |   |   |
|---|--|---|---|
| <b>Competency 2.2A:</b><br><b>Demonstrate and Clearly Communicate Content Knowledge to Students</b> | <p>Counselor is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding necessary - to increase understanding</li> <li>- Counselor effectively connects information to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content -</li> </ul> | <p>Counselor is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Counselor demonstrates content knowledge and delivers information that is factually correct</li> <li>- Information is clear, concise and well-organized</li> <li>- Counselor restates and rephrases information in multiple ways - where necessary - to increase understanding</li> <li>- Counselor emphasizes key points or main ideas in content</li> <li>- Counselor uses developmentally appropriate language and explanations - Counselor imparts relevant information learned via professional development</li> </ul> | <p>Counselor needs improvement at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>-Counselor delivers information that is factually correct</li> <li>- Information occasionally lacks clarity and is not as well organized as it could be</li> <li>- Counselor may fail to restate or rephrase information in multiple ways to increase understanding -</li> <li>- Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways -</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Counselor does not always impart relevant information learned via professional development</li> </ul> <p>Counselor is ineffective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Students are respectful of their counselor</li> <li>- Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process</li> <li>- Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior</li> <li>- Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul> |
| <b>Competency 2.3A:</b><br><b>Create Culture of Respect and Collaboration</b>                       | <p>Counselor is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are invested in their academic success as evidenced by unprompted collaboration and assistance</li> <li>- Students understand and exhibit positive character and behavior</li> </ul>  | <p>Counselor is effective at creating a culture of respect and collaboration</p>  | <p>Counselor needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are generally respectful of their counselor</li> <li>- Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process</li> <li>- Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior</li> <li>- Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul> <p>Counselor is ineffective at creating a culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior</li> <li>- Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention</li> <li>- Counselor rarely or never praises positive behavior</li> <li>- Counselor rarely or never addresses negative behavior</li> </ul>   |

|  |   |  |   |  |
|--|---|--|---|--|
| <b>Competency 2.4A:</b><br><b>Set High Expectations for Academic Success</b> | <p>Counselor is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress</li> <li>- Students demonstrate high academic expectations for themselves</li> <li>- Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul> | <p>Counselor is effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> <li>- Counselor sets high expectations for students of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>- Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>- Counselor celebrates and praises academic work.</li> </ul> | <p>Counselor needs improvement at setting high expectations for academic success.</p> <ul style="list-style-type: none"> <li>- Counselor may set high expectations for some, but not others</li> <li>- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</li> <li>- Counselor may praise the work of some, but not others</li> </ul> | <p>Counselor is ineffective at setting high expectations for student success.</p> <ul style="list-style-type: none"> <li>- Counselor rarely or never sets high expectations for students</li> <li>- Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments</li> <li>- Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the counselor or peers - Counselor rarely or never praises academic work or good behavior</li> </ul> |
|--|---|--|---|--|

**DOMAIN 2B: EFFECTIVE COUNSELING SERVICES** Counselors use professional counseling skills in prevention, assessment, intervention and referral to remove barriers to student success.

| Competencies  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|---|---|--|---|--|
| <b>Competency 2.1B:</b><br><b>Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning</b> | Counselor is highly effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality.<br><br><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i><br>- Laws, rules, policies and ethical standards are reviewed on an annual basis   | Counselor is effective at following laws, rules and policies, adhering to professional ethical standards and respecting student confidentiality. | Counselor needs improvement with following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.  | Counselor is ineffective at following laws, rules and policies, adhering to ethical standards and respecting student confidentiality.  |
| <b>Competency 2.2B:</b><br><b>Provide counseling, guidance, consultation, crisis intervention or referral as needed</b>   | Counselor is highly effective at providing counseling, guidance, consultation, crisis intervention or referral as needed<br><br><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i><br>- Works well with school staff and administrators to facilitate identification of students in need of services | Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed                                | Counselor is effective at providing counseling, guidance, consultation, crisis intervention or referral as needed   | Counselor is ineffective at providing counseling, guidance, consultation, crisis intervention or referral as needed  |
|   |   |  | - Professional conduct and integrity is exhibited<br>- Ethical and legal codes are followed<br>- Consultation and supervision are used when needed<br>- Student interventions appear appropriate to the situation | - Professional conduct and integrity is lacking<br>- Ethical and legal codes are not followed<br>- Consultation and supervision are needed but not sought<br>- Student interventions appear questionable |

|   |  |  |   |   |
|---|--|--|---|---|
| <b>Competency 2.3B:</b><br><b>Develop student understanding of safety, survival and prevention skills</b>   | Counselor is highly effective at developing student understanding of safety, survival and prevention skills  | Counselor is effective at developing student understanding of safety, survival and prevention skills   | Counselor needs improvement with developing student understanding of safety, survival and prevention skills   | Counselor is ineffective at developing student understanding of safety, survival and prevention skills  |
| <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> <li>- Delivers prevention training program to students</li> </ul>                          | <ul style="list-style-type: none"> <li>- Counselor assists students to identify safety concerns and needs, as needed</li> <li>- Students understand right to a safe and secure school environment</li> <li>- Students identify resources for peer, adult and/or community support</li> <li>- Prevention programming or interventions utilized as necessary</li> </ul>  | <ul style="list-style-type: none"> <li>- Inconsistent in helping students identify safety concerns and needs, as needed</li> <li>- Students do not understand right to a safe and secure school environment</li> <li>- Students do not identify resources for peer, adult and/or community support</li> <li>- Prevention programming or interventions utilized inconsistently</li> </ul>   | <ul style="list-style-type: none"> <li>- Counselor infrequently helps students see connection between achievement and career and future success</li> <li>- Counselor helps student learn about interests, abilities and aptitude</li> <li>- Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards</li> <li>- Students practice decision-making skills to course selection and/or career planning</li> </ul> | <ul style="list-style-type: none"> <li>- Counselor does not help students see connection between achievement and career and future success</li> <li>- Only some students learn about interests, abilities and aptitude</li> <li>- Counselor provides minimal career awareness, information, preparation or planning assistance to students</li> <li>- Students do not practice decision-making skills to course selection and/or career planning</li> </ul> |
| <b>Competency 2.4B:</b><br><b>Connect student learning to future plans</b>  | Counselor is highly effective at connecting student learning to future plans   | Counselor is effective at connecting student learning to future plans  | Counselor is only somewhat effective at connecting student learning to future plans   | Counselor is ineffective at connecting student learning to future plans   |
| <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> <li>- Counselor utilizes resources outside of the school setting frequently</li> </ul>     | <ul style="list-style-type: none"> <li>- Counselor helps students see connection between achievement and career and future success</li> <li>- Counselor helps student learn about interests, abilities and aptitude</li> <li>- Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards</li> <li>- Students practice decision-making skills to course selection and/or career planning</li> </ul> | <ul style="list-style-type: none"> <li>- Counselor infrequently helps students see connection between achievement and career and future success</li> <li>- Only some students learn about interests, abilities and aptitude</li> <li>- Counselor provides minimal career awareness, information, preparation or planning assistance to students</li> <li>- Students do not practice decision-making skills to course selection and/or career planning</li> </ul> | <ul style="list-style-type: none"> <li>- Counselor does not help students see connection between achievement and career and future success</li> <li>- Students do not learn about interests, abilities and aptitude</li> <li>- Counselor does not provide career awareness, information, preparation or planning assistance to students</li> <li>- Students do not practice decision-making skills to course selection and/or career planning</li> </ul>  | <ul style="list-style-type: none"> <li>- Counselor only occasionally assists students in interpreting &amp; understanding assessment results</li> <li>- Counselor helps students set challenging academic goals and/or make course plans based on results</li> <li>- Students apply knowledge of interests and aptitudes to goal-setting</li> </ul>   |
| <b>Competency 2.5B:</b><br><b>Supports students in interpretation and goal-setting</b>  | Counselor is highly effective at interpreting assessment results and student goal-setting  | Counselor is effective at interpreting assessment results and student goal-setting   | Counselor is only somewhat effective at interpreting assessment results and student goal-setting  | Counselor is ineffective at interpreting assessment results and student goal-setting  |
| <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> <ul style="list-style-type: none"> <li>- Assessment interpretation and goal-setting is systematic and well-planned</li> </ul> | <ul style="list-style-type: none"> <li>- Counselor assists students in interpreting &amp; understanding assessment results</li> <li>- Counselor helps students set challenging academic goals and/or make course plans based on results</li> <li>- Students apply knowledge of interests and aptitudes to goal-setting</li> </ul>  | <ul style="list-style-type: none"> <li>- Counselor only occasionally assists students in interpreting &amp; understanding assessment results</li> <li>- Counselor helps students make course plans</li> <li>- Students infrequently apply knowledge of interests and aptitudes to goal-setting</li> </ul>  | <ul style="list-style-type: none"> <li>- Counselor does not assist students in interpreting &amp; understanding assessment results</li> <li>- Students make course plans without counselor assistance</li> <li>- Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting</li> </ul>   |   |

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

| Competencies                               | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--|--|--|---|---|
| 3.1 Contribute to School Culture           | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers   | <b>Counselor will:</b> - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers  | <b>Counselor will:</b> - Contribute occasional ideas and expertise to further the school's mission and initiatives <b>Counselor may not:</b> - Frequently dedicates time to help students and peers efficiently outside of class  | Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.             |
| 3.2 Collaborate with Peers                 | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities | <b>Counselor will:</b> - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need                                    | <b>Counselor will:</b> - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <b>Counselor may not:</b> - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others | Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.   |
| 3.3 Seek Professional Skills and Knowledge | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b> - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions  | <b>Counselor will:</b> - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices                   | <b>Counselor will:</b> - Attend all mandatory professional development opportunities <b>Counselor may not:</b> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well                         | Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning |
| 3.4 Advocate for Student Success           | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b> - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success   | <b>Counselor will:</b> - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs                        | <b>Counselor will:</b> - Display commitment to the education of all his/her students <b>Counselor may not:</b> - Advocate for students' needs   | Counselor rarely or never displays commitment to the education of his/her students. Counselor accepts failure as par for the course and does not advocate for students' needs.        |
| 3.5 Engage Families in Student Learning    | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b> - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary            | <b>Counselor will:</b> - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school | <b>Counselor will:</b> - Respond to contact from parents - Engage in all forms of parent outreach required by the school <b>Counselor may not:</b> - Proactively reach out to parents to engage them in student learning  | Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.   |

## **Core Professionalism Rubric**

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

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

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

**Liberty-Perry Community School Corporation**

**Assistant Principal/Athletic Director Evaluation Rubric**

**Updated 8/23/16**

1. The Wapahani High School Assistant Principal/Athletic Director will be evaluated annually by the High School Principal. The Principal will meet with the Assistant Principal/Athletic director mid-year to provide a formative review, and will complete domains 1-4 at the conclusion of the school year. Domain 5 will be added and the evaluation formalized as soon as the school letter grade becomes available.
2. The Assistant Principal will be evaluated in the following domains:

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

Domain 3: School Culture

Domain 4: Athletic Department Leadership

Domain 5: School Performance (A-F Letter Grade)

3. The weighting of the above domains to determine the overall effectiveness of the Assistant Principal/Athletic Director will be as follows:

Domain 1: Teacher Effectiveness 15%

Domain 2: Leadership Actions 15%

Domain 3: School Culture 15%

Domain 4: Athletic Department Leadership 45%

Domain 5: School Performance (A-F Letter Grade) 10%  
100%

## Domain 1: Teacher Effectiveness

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

| Competency  | Effectiveness (4)   | Effectiveness (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|---|---|--|---|--|
| <b>1.1 Mission &amp; Vision</b>   | <b>Highly Effective (4)</b>   | <b>In addition to Level 3, the assistant principal:</b>  | <b>The assistant principal:</b>   | <b>The assistant principal:</b>  |
| 1.1.1 <b>Contributes to the achievement of the mission &amp; vision</b>                   | - Catalyzes commitment to and vigorous pursuit of the school's vision & mission   | <ul style="list-style-type: none"> <li>- Working through complex issues in ways that energize stakeholder commitment</li> <li>- Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</li> <li>- Translates the vision and mission into daily school practices</li> </ul>  | <ul style="list-style-type: none"> <li>- Contributions individual capabilities to achieve essential objectives</li> <li>- Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</li> </ul>   | <ul style="list-style-type: none"> <li>- Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</li> <li>- Exhibits actions or behaviors that negatively affect stakeholder commitment</li> </ul>  |
| 1.1.2 <b>Assists the principal in hiring, developing and retaining effective teachers</b> | <b>In addition to Level 3, the assistant principal:</b>   | <ul style="list-style-type: none"> <li>- Provides the student management and/or instructional support necessary to develop and retain effective early career teachers</li> </ul>   | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Bases hiring recommendations primarily on the teacher's level of effectiveness</li> <li>- Takes specific actions to facilitate the development and retention of effective staff members</li> <li>- Aligns personnel recommendations with the vision and mission of the school</li> </ul>                 | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations</li> <li>- Takes action steps that have a limited effective on the development and/or retention of effective teachers</li> <li>- Occasionally aligns the school's vision/mission to hiring recommendations</li> </ul> |
| <b>1.2 Human Capital Management</b>   | <b>Highly Effective (4)</b>   | <b>Effectiveness (3)</b>   | <b>Improvement Necessary (2)</b>  | <b>Ineffective (1)</b>   |
| 1.2.1 <b>Observes professional practice</b>   | <b>In addition to Level 3, the assistant principal:</b>   | <b>The assistant principal:</b>  | <b>The assistant principal:</b>   | <b>The assistant principal:</b>  |
|   | <ul style="list-style-type: none"> <li>- Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented</li> <li>- Differentiates the number of observations based on observed levels of teacher effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>- Examines prior performance and student achievement data to inform observations and walkthroughs</li> <li>- Accurately categorizes observed instructional practice</li> <li>- Tracks the number of observations and type of feedback delivered, and regularly communicates observed deficiencies in teacher practice to the principal</li> </ul> | <ul style="list-style-type: none"> <li>- Frequently categorizes instructional practice inaccurately</li> <li>- Conducts the minimum number of required observations, despite observed deficiencies in professional practice</li> <li>- Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal</li> </ul> | <ul style="list-style-type: none"> <li>- Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations</li> <li>- Fails to take consistent steps to facilitate the development and/or retention of effective teachers</li> <li>- Fails to align hiring recommendations to the mission and vision of the school</li> </ul>   |

|       |   |  |  |   |  |
|-------|---|--|--|---|--|
|       |   |  |  |   |  |
| 1.2.2 | <b>Provides actionable feedback</b>                           | <b>In addition to Level 3, the assistant principal:</b>  | <b>The assistant principal:</b>  | <b>The assistant principal:</b>   |  |
|       |   | <ul style="list-style-type: none"> <li>- Models desired actions or schedules opportunities for the teacher to learn from other teachers</li> <li>- Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>- Develops bite-sized action plans focused on the highest leverage teacher actions</li> <li>- Provides a clear directions for how to do the most important tasks well</li> <li>- Frequently follows up to ensure feedback is implemented with fidelity</li> </ul>   | <ul style="list-style-type: none"> <li>- Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>- Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>  |  |
| 1.2.3 | <b>Monitors student performance</b>                           | <b>In addition to Level 3, the assistant principal:</b>  | <b>The assistant principal:</b>  | <b>The assistant principal:</b>   |  |
|       |   | <ul style="list-style-type: none"> <li>- Develops teachers' collective ability to positively impact student learning</li> <li>- Collaborates with teachers to identify students that may benefit from the school's academic support or high ability Programs</li> <li>- Frequently follows up to ensure action steps aligned with student and teacher needs</li> <li>- Action plans are implemented with fidelity</li> </ul> | <ul style="list-style-type: none"> <li>- Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>- Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>- Fails to frequently follow up to ensure proper implementation</li> </ul> | <ul style="list-style-type: none"> <li>- Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>- Allows teachers to establish action steps that lack clarity or alignment to performance data</li> <li>- Fails to frequently follow up to ensure proper implementation</li> </ul> |  |
| 1.2.4 | <b>Demonstrates commitment to improve teacher performance</b> | <b>In addition to Level 3, the assistant principal:</b>  | <b>The assistant principal:</b>  | <b>The assistant principal:</b>   |  |
|       |   | <ul style="list-style-type: none"> <li>- Identifies and facilitates opportunities for teachers to share best practices</li> <li>- Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</li> </ul>   | <ul style="list-style-type: none"> <li>- Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>- Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies</li> </ul>  | <ul style="list-style-type: none"> <li>- Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>- Provides individual assistant/coaching that is infrequent</li> </ul>   | <ul style="list-style-type: none"> <li>- Disregards the need for individualized assistance/coaching</li> <li>- Provides limited opportunities for teachers to engage in professional learning</li> </ul> |
|       |   |  |  |   |  |

## Domain 2: Leadership Actions

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

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

|                        |   |   |   |  |
|------------------------|---|---|---|--|
|                        |   |   |   |  |
| 2.1.4                  | <b>Monitors time and task management</b>    | In addition to Level 3, the assistant principal:  | The assistant principal:  | The assistant principal:   |
| 2.2. School leadership | <b>Maintains a culture of excellence</b>    | <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Instills the daily habits necessary to create a culture of excellence</li> <li>- Is unwavering in maintaining high expectations for everyone</li> <li>- Celebrates the accomplishments of others and proactively resolves performance issues</li> </ul> | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning</li> <li>- Provides students and staff the support, time, and structures necessary to be successful</li> <li>- Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected</li> </ul> | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture</li> <li>- Fails to hold teams to high performance standards</li> </ul> |
| 2.2.2                  | <b>Enhances teacher collaboration</b>       | <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement</li> <li>- Holds collaborating teams accountable for achieving desired results</li> </ul>  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school</li> </ul>   | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</li> </ul>   |
| 2.2.3                  | <b>Supports a universal code of conduct</b> | <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</li> <li>- Promotes a predictable, safe learning environment through consistency of actions</li> </ul>                                    | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Coaches a culture of excellence through repeated practice and modeling of desired behaviors</li> <li>- Consistently and fairly applies positive and negative consequences for behavior</li> </ul>   | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Supports the maintenance of routines, procedures, and policies, but is primarily reactive</li> <li>- Fails to consistently apply either positive and/or negative consequences for behavior</li> </ul>  |

| 2.2.4 Engage families and the community in student learning |  | In addition to Level 3, the assistant principal:  | The assistant principal:   | The assistant principal:  | The assistant principal:  |
|---|--|---|--|---|---|
|   |  | <ul style="list-style-type: none"> <li>- Fosters partnerships with families, community agencies and/or the corporate sector</li> <li>- Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs</li> <li>- Assists the principal in securing cooperation from family and community members to support school improvement initiatives</li> </ul> | <ul style="list-style-type: none"> <li>- Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning</li> <li>- Inconsistently engages established parents</li> </ul>  | <ul style="list-style-type: none"> <li>- Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts</li> </ul>   | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts</li> </ul>  |
| 3.1.1 Implements effective school policies                  | In addition to Level 3, the assistant principal: | <ul style="list-style-type: none"> <li>- Institutes operational procedures designed and managed to maximize opportunities for successful student learning</li> </ul>  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner</li> <li>- Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem</li> <li>- Develops all stakeholders' understanding of school policies and their consequences</li> </ul> | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Establishes and implements school policies, processes, and routines, but enforcement is inconsistent</li> <li>- Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance</li> <li>- Develops student and staff understanding of school policies and their consequences</li> </ul> | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Inadequately develops stakeholders understanding of school policies and/or consequences</li> <li>- Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school</li> <li>- Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner</li> </ul> |
| 3.1.2 Monitors school culture                               | In addition to Level 3, the assistant principal: | <ul style="list-style-type: none"> <li>- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices</li> </ul>  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge</li> <li>- Tracks referral data to evaluate the effectiveness of interventions</li> <li>- Uses the data to engage stakeholders in a process of continuous improvement</li> </ul>  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely uses data to evaluate effectiveness of interventions</li> </ul>  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Rarely uses data to evaluate effectiveness of interventions</li> </ul>  |

## Domain 3 School Culture

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

|       |   |   |   |  |  |
|-------|---|---|---|--|--|
| 3.1.3 | <b>Enhances a positive school culture</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy</li> <li>- Demonstrates the ability to positively impact student achievement and culture</li> </ul>   | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times</li> <li>- Challenges low expectations and holds all persons accountable for observing agreed upon procedures</li> <li>- Assists teachers with the implementation of effective classroom management plans</li> </ul>                                      | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Consistently applies positive and negative consequences for behavior</li> <li>- Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Inconsistently implements the student code of conduct</li> <li>- Allows irresponsible student behavior</li> </ul>   |
| 3.1.4 | <b>Provides effective supervision</b>     | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Volunteers to assist at school events and or functions to which he/she is not directly assigned</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>   | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students</li> <li>- Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Rarely engages with students, parents, and/or community members</li> <li>- Fails to maintain high visibility at supervisory functions</li> </ul>  |
| 3.1.5 | <b>Supports student services</b>          | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services</li> <li>- Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met</li> <li>- Collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities/services that meet their learning needs</li> <li>- Works with most school staff to ensure the social, emotional, and behavioral needs of each student are met</li> <li>- Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner</li> <li>- Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met</li> <li>- Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc)</li> <li>- Fails to ensure the social, emotional, academic, and behavioral needs of each student are met</li> <li>- Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports</li> </ul> |

# Domain 4 Athletic Department Leadership

## A. Planning

| The Athletic Director: | 4 Highly Effective   | 3 Effective   | 2 Improvement Necessary  | 1 Ineffective   |
|------------------------|--|---|--|---|
| a. Team                | Recruits a strong leadership team (i.e., staff, coaches) and develops its skills and commitment to a high level. | Recruits and develops a leadership team with a balance of skills.           | Enlists one or two like-minded colleagues to provide advice and support.                 | Works with little or no support from colleagues.                          |
| b. Target Goals        | Gets strong staff commitment on a bold, ambitious long term athletic program target.                             | Builds staff support for a long term athletic program target.               | Expresses confidence that the athletic program will improve each year through hard work. | Takes one year at a time, urging staff to improve their athletic program. |
| c. Modify              | Regularly tracks progress, gives and takes feedback, and continuously improves performance.                      | Periodically measures progress, listens to feedback, and modifies the plan. | Occasionally focuses on key data points and prods colleagues to improve.                 | Is too caught up in daily crises to focus on emerging data.               |

## B. Priority Management and Communication

| The Athletic Director: | 4 Highly Effective  | 3 Effective   | 2 Improvement Necessary  | 1 Ineffective  |
|------------------------|---|---|--|--|
| a. Planning            | Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.  | Plans for the year, month, week, and day, keeping the highest-leverage activities front and center. | Comes to work with a list of what needs to be accomplished that day but is often distracted from them. | Has a list in his or her head of tasks to be accomplished each day, but often loses track.               |
| b. Follow-Up           | Has a foolproof system for capturing key information, remembering, prioritizing, and following up.    | Remembers, prioritizes important information, and almost always follows up.                         | Is sometimes overwhelmed by events and sometimes doesn't follow up.                                    | Trusts his or her memory to retain important information, but often forgets and drops the ball.          |
| c. Expectations        | Expectations for management procedures and discipline are kept at the forefront (part of the culture) | Makes sure athletic staff knows what is expected for management procedures and discipline.          | Periodically reminds athletic staff of policies on management procedures and discipline.               | Is constantly reminding athletic staff what they should be doing in management and discipline.           |
| d. Delegation          | Has highly competent people in all key roles and is able to entrust them with maximum responsibility. | Delegates appropriate tasks to competent staff members and checks on progress.                      | Doesn't delegate some tasks that should be done by others.   | Does almost everything him- or herself.  |
| e. Efficiency          | Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.     | Has a system for dealing with e-mail, paperwork, and administrative duties.                         | Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.              | Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission. |

## C. Supervision and Professional Development

| The Athletic Director: | 4 Highly Effective  | 3 Effective   | 2 Improvement Necessary                              | 1 Ineffective   |
|------------------------|---|---|--|---|
| a. Meetings            | In staff meetings has members discuss results, learn best strategies, and build | Uses staff meetings to share strategies and become more | Uses staff meetings primarily to announce decisions, | Rarely convenes staff members and uses meetings for one-way lectures on |

|                         |  |   |   |   |
|-------------------------|--|---|---|---|
|                         | trust and respect.   | cohesive.   | clarify policies, and listen to staff concerns.   | policies.   |
| <b>b. Supervision</b>   | Visits 3-5 practices/games a week and gives helpful, face-to-face feedback to each coach within 24 hours.                            | Makes unannounced visits to a few practices/games weekly and gives helpful feedback to coaches.                                     | Tries to attend practices/games but is often distracted by other events and rarely provides feedback.     | Only observes coaches in annual or bi-annual formal observation visits.                                   |
| <b>c. Criticism</b>     | Courageously engages in difficult conversations with below-proficient coaches/staff members, helping them improve.                   | Provides redirection and support to coaches/staff members who are less than proficient  | Criticizes struggling coaches/staff members but does not give them much help improving their performance. | Does not give honest feedback and redirection to coaches/staff members who are not performing well.       |
| <b>d. Housecleaning</b> | Counsels out or dismisses all ineffective coaches/staff members, scrupulously following school and corporation policy and procedures | Counsels out or dismisses most ineffective coaches/staff members, carefully following school and corporation policy and procedures. | Tries to dismiss one or two ineffective coaches/staff members, but is stymied by procedural errors.       | Does not initiate dismissal procedures, despite evidence that some coaches/staff members are ineffective. |
| <b>e. Hiring</b>        | Recruits, hires, and supports highly effective coaches/staff members who share the school's vision.                                  | Recruits and hires effective coaches/staff members who share the school's mission.  | Hires coaches/staff members who seem to fit his or her philosophy of teaching.                            | Makes last-minute appointments to coaches/staff members vacancies based on candidates who are available.  |

## D. Discipline and Family Involvement

| The Athletic Director:  | 4 Highly Effective   | 3 Effective   | 2 Improvement Necessary   | 1 Ineffective  |
|-------------------------|--|---|---|--|
| <b>a. Expectations</b>  | Gets staff buy-in for clear school-wide and athletic program student behavior standards, routines, and consequences. | Sets expectations for student athlete behavior and establishes athletic program routines and consequences; follows school-wide routines and consequences. | Urges staff to demand good student behavior, but allows different standards in different teams.                 | Often tolerates discipline violations and enforces the rules inconsistently.             |
| <b>b. Effectiveness</b> | Deals effectively with any disruptions to coaching and learning, analyzes patterns, and works on prevention.         | Deals quickly with disruptions and looks for underlying causes.   | Deals firmly with student athletes who are disruptive in athletic settings, but doesn't get to the root causes. | Tries to deal with disruptive student athletes but is swamped by the number of problems. |
| <b>c. Celebration</b>   | Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.                    | Praises student and athletic achievement and works to build school spirit.  | Praises well-behaved students, performance and good grades.   | Rarely praises students and fails to build school pride.                                 |
| <b>d. Training</b>      | Ensures that staff are skilled in positive discipline and sensitive handling of student issues.                      | Provides trainings and suggests articles and books on effective team management.  | Urges coaches to get better at team management  | Does little to build coaches' skills in classroom management.                            |

## E. Management and External Relations

|                        |                    |             |                         |               |
|------------------------|--------------------|-------------|-------------------------|---------------|
| The Athletic Director: | 4 Highly Effective | 3 Effective | 2 Improvement Necessary | 1 Ineffective |
|------------------------|--------------------|-------------|-------------------------|---------------|

|                                     |   |  |   |   |
|-------------------------------------|---|--|---|---|
| <b>a. Strategies</b>                | Implements proven strategies (e.g., team teaching) that boost student learning.   | Suggests effective strategies (e.g., team teaching) to improve student learning.   | Explores macro strategies that might improve performance.   | Sticks with the status quo for fear of alienating key stakeholders.                               |
| <b>b. Scheduling</b>                | Creates an equitable practice/team/ transportation schedule that maximizes learning, collaboration, and smooth transitions.   | Creates a schedule that provides practice/game/ transportation times for all athletic teams.   | Creates a schedule with some flaws and few opportunities for effective use of resources.  | Creates a schedule with inequities, technical flaws, and little time for athletic team events.    |
| <b>c. Athletic Staff</b>            | Leads staff to ensure effective, creative use of space and a clean, safe, and inviting athletic department area.  | Supervises staff to keep the department area, equipment and uniforms clean, attractive, and safe.  | Works with staff to keep the department area clean and safe, but there are occasional lapses.   | Leaves department cleanliness and safety to custodial staff and there are frequent lapses.        |
| <b>d. Transparency</b>              | Is transparent about how and why decisions were made, involving stakeholders whenever possible.   | Ensures that staff members know how and why key decisions are being made.  | Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.  | Makes decisions with little or no consultation, causing frequent resentment and morale problems.  |
| <b>e. Budget</b>                    | Skillfully manages the budget and finances to maximize student achievement and staff growth.  | Manages the athletic program's budget and finances to support the strategic plan.  | Manages budget and finances with few errors, but misses opportunities to support the strategic plan.  | Makes errors in managing the budget and finances and misses opportunities to further the mission. |
| <b>f. Compliance</b>                | Fulfills all compliance & reporting requirements and creates new opportunities to support the athletic program and student athletes.  | Fulfills most compliance and reporting responsibilities.   | Meets minimum compliance and reporting responsibilities with occasional lapses.   | Has difficulty keeping the school in compliance and league and other external requirements.       |
| <b>g. Resources</b>                 | Taps all possible human and financial resources to support the school's mission and strategic plan.   | Is effective in bringing additional human and financial resources (e.g., gate receipts) into the school.   | Occasionally raises additional funds or finds volunteers to help out.   | Is resigned to working with the standard school budget, which doesn't seem adequate.              |
| <b>The Athletic Director:</b>       |   | <b>4 Highly Effective</b>  | <b>3 Effective</b>  | <b>2 Improvement Necessary</b>  |
| <b>a. Student Health and Safety</b> | Conducts detailed and individualized assessment of student athlete health/safety needs to contribute to athletic program planning. Plans for emergency situations have been developed for many situations. Athletes and coaches/staff have learned their responsibilities in case of emergencies. | Assesses student athlete needs and knows the range of student athlete needs in the school. Plans for emergency situations have been developed for the most frequently occurring situations but not others. | Assessments of student athlete needs are sometimes neglected. Plans for emergency situations have been developed for the most frequently occurring situations but not others. | <b>1 Ineffective</b>  |

## F. Key Duties and Responsibilities

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| b. Monitors Facilities to Ensure Health and Safety | Staff and coaches are proactive; they recognize and are involved in and may initiate solutions for improving student health and safety. Creates school- wide awareness to enhance the notion that all members of the learning community share this responsibility. | Initiates discussions with appropriate parties to create a shared responsibility for the students' health and safety. Works closely with operations staff to enhance the athletic facilities and proactively implements appropriate security measures for students/coaches/staff.              | Requests routine repair and maintenance measures to ensure the health and safety of students/coaches/staff, and to enhance the learning environment.   |
| c. Media and Public Relations                      | Effectively advocates for the athletic program and student athletes, understands attitudes and concerns of stakeholders and skillfully represents the program in a positive way. Prepares coaches and athletes for interactions with the media.                    | Serves as an advocate for the athletic program and student athletes to build and maintain positive relationships with the public.  | Understands the importance of maintaining cooperative relationships between stakeholders and representatives from the media.   |
| d. Events Manager                                  | Expertly and efficiently organizes event(s) details utilizing staff suitably to ensure smooth delivery for all stakeholders involved.  | Provides leadership and general direction to the event staff. Plans event(s) including facilities set-up, operational planning involving the host facility and all visitors.   | Details of event(s) are not organized in a timely manner. Staff members may not know their role for the event(s).  |
| e. Sports Coordinator                              | Efficiently develops schedules, rules, clinics and proactively communicates with sport stakeholders. Always available at post- season tournaments.   | Develops league schedules, clinics and tournaments and updates sports rules annually. Has pre- and post- season meetings with coaches and officials.   | Aware of need to organize details and identifies basic resources needed to manage the event(s). Errors in details take place that results in frustration, miscommunication and an uncoordinated event(s).                    |
| f. Conflict Management and Resolution              | Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. Resolves conflicts to ensure the best interest of student athletes and/or the work unit.                             | Resolves work unit or program- based problems/conflicts in a fair, democratic way. Provides opportunities for stakeholders to express opinions contrary to those of authority or in relation to potentially discordant issues. Discusses with stakeholders and implements solutions to address | Creates and utilizes existing processes to resolve problems and/or areas of conflict within the work unit or program. Demonstrates awareness of potential problems and/or areas of conflict within the work unit or program. |

|  |
|--|
|  |
|  |

potentially discordant issues.

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

**Assistant Principal Name:** \_\_\_\_\_

**Principal** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**End** \_\_\_\_\_

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

**Domain 1:** Teacher Effectiveness. Comments:

**Domain Rating:** \_\_\_\_\_

**Domain 2:** Leadership Actions: Comments

**Domain Rating:** \_\_\_\_\_

**Domain 3:** School Culture: Comments

**Domain Rating:** \_\_\_\_\_

**Domain 4:** Athletic Department Leadership: Comments

**Domain Rating:** \_\_\_\_\_

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





Indiana Department of Education

**Indiana Principal  
Effectiveness Rubric**

Evaluation and  
Development System



## **Table of Contents**

|      |                                    |           |
|------|------------------------------------|-----------|
| I.   | <b>Overview</b>                    | <b>3</b>  |
| II.  | <b>Effectiveness Rubric</b>        | <b>5</b>  |
|      | a. Domain 1: Teacher Effectiveness | 5         |
|      | b. Domain 2: Leadership Actions    | 11        |
| III. | <b>Summary and Ratings</b>         | <b>15</b> |



## Overview

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

The Principal Effectiveness Rubric was developed for three key purposes:

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

### Who developed the Principal Effectiveness Rubric?

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

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

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

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Classes*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

### How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

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

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



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

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

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

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

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

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

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



## Domain 1: Teacher Effectiveness

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

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

<sup>2</sup> For new teachers, the use of student teaching recommendations and data results is entirely appropriate.



| Competency                              | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|---|---|--|---|---|
| 1.1.3 Professional development          | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>- Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>- Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul> | <b>Principal orchestrates professional learning opportunities by:</b> <ul style="list-style-type: none"> <li>- Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>- Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc..</li> <li>- Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul> | <b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b> <ul style="list-style-type: none"> <li>- Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>- Providing learning opportunities with little variety of format;</li> <li>- Providing differentiated learning Opportunities to teachers in some measure based on evaluation results.</li> </ul>   | <b>Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:</b> <ul style="list-style-type: none"> <li>- Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>- Providing no variety in format of learning opportunities;</li> <li>- Failing to provide professional learning opportunities based on evaluation results.</li> </ul>                   |
| 1.1.4 Leadership and talent development | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>- Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>- Recognizing and celebrating emerging leaders.</li> </ul>   | <b>Principal develops leadership and talent by:</b> <ul style="list-style-type: none"> <li>- Designing and implementing succession plans (e.g., career ladders) leading to every position in the school;</li> <li>- Providing formal and informal opportunities to mentor emerging leaders;</li> <li>- Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>   | <b>Principal develops leadership and talent by:</b> <ul style="list-style-type: none"> <li>- Designing and implementing succession plans (e.g., career ladders) leading to some positions in the school;</li> <li>- Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>- Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</li> </ul> | <b>Principal does not develop leadership and talent by:</b> <ul style="list-style-type: none"> <li>- Rarely or never designing and implementing succession plans (e.g., career ladders leading to positions in the school);</li> <li>- Rarely or never provides mentorship to emerging leaders;</li> <li>- Providing no support and encouragement of leadership and growth;</li> <li>- Frequently assigns responsibilities without allocating necessary authority.</li> </ul> |
| 1.1.5 Delegation                        | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Encouraging and supporting staff members to seek out responsibilities;</li> <li>- Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>   | <b>Principal delegates tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>- Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>- Monitoring the progress towards success of those to whom delegations have been made;</li> <li>- Providing support to staff members as needed.</li> </ul>  | <b>Principal delegates tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>- Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>- Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>- Providing support, but not always as needed.</li> </ul>  | <b>Principal does not delegate tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>- Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>- Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>- Rarely or never providing support.</li> </ul>                         |



| Competency | Highly Effective (4)<br>At Level 4, a principal fulfills the criteria for Level 3 and additionally: | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|------------|---|---|--|---|
|            |   | Principal uses staff placement to support instruction by:   | Principal uses staff placement to support instruction by:  | Principal does not use staff placement to support instruction by:   |
| 1.1.6      | <b>Strategic assignment<sup>3</sup></b>   | <ul style="list-style-type: none"> <li>– Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;</li> <li>– Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul> | <ul style="list-style-type: none"> <li>– Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.</li> </ul>  | <ul style="list-style-type: none"> <li>– Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.</li> </ul>  |
| 1.1.7      | <b>Addressing teachers who are in need of improvement or ineffective</b>                            | <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>  | <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> <li>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> | <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> <li>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> <p><b>Principal does not address teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Rarely or never monitoring the success of remediation plans;</li> <li>– Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> |

<sup>3</sup> This indicator obviously assumes there is ability of leader to make these decisions.  
Final – 8/1/2012



| Competency                          | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|-------------------------------------|--|---|--|---|
| <b>1.2 Instructional Leadership</b> |  |   |  |   |
| <b>1.2.1 Mission and vision</b>     | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Defining long, medium, and short-term application of the vision and/or mission;</li> <li>– Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>– Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>– Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</li> </ul> | <p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"> <li>– Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>– Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>– Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>– Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mision being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.</li> </ul> | <p><b>Principal <del>does not support a school-wide instructional vision and/or mission by:</del></b></p> <ul style="list-style-type: none"> <li>– Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>– Making significant key decisions without alignment to the vision and/or mission;</li> <li>– Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.</li> </ul> | <p><b>Principal <del>uses classroom observations to support student academic achievement by:</del></b></p> <ul style="list-style-type: none"> <li>– Occasionally visiting teachers to observe instruction;</li> <li>– Occasionally analyzing student performance data to drive instruction evaluates instructional quality;</li> <li>– Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>  |
| <b>1.2.2 Classroom observations</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;</li> <li>– Monitoring the impact of feedback provided to teachers.</li> </ul>  | <p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>– Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>– Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>  |  | <p><b>Principal <del>uses classroom observations to support student academic achievement by:</del></b></p> <ul style="list-style-type: none"> <li>– Rarely or never visiting teachers to observe instruction;</li> <li>– Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>– Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>                         |
| <b>1.2.3 Teacher collaboration</b>  | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>– Tracking best collaborative practices to solve specific challenges;</li> <li>– Holding collaborating teams accountable for their results.</li> </ul>  | <p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>– Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>– Aligning teacher collaborative efforts to the school's vision/mision.</li> </ul>  | <p><b>Principal <del>supports teacher collaboration by:</del></b></p> <ul style="list-style-type: none"> <li>– Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>– Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>– Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>  | <p><b>Principal <del>does not support teacher collaboration by:</del></b></p> <ul style="list-style-type: none"> <li>– Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>– Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>– Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul> |



| Competency  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|
|   |   |   |   |  |  |  |  |  |
| <b>1.3 Leading Indicators of Student Learning</b>         | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b>  |   |   |  |  |  |  |  |
| 1.3.1 Planning and Developing Student Learning Objectives | <ul style="list-style-type: none"> <li>– Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>– Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>– Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>– Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>– Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul> | <p><b>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>– Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>– Collaborating with teachers to identify standards or skills to be assessed;</li> <li>– Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>– Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>– Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>– Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>– Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul> | <p><b>Principal supports the creation of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>– Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>– Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>– Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>– Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>– Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul> | <p><b>Principal does not support the creation of Student Learning Objectives by:</b></p> <ul style="list-style-type: none"> <li>– Failing to organize/provide opportunities for teacher collaboration;</li> <li>– Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>– Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul> |  |  |  |  |
| 1.3.2 Rigorous Student Learning Objectives                | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b>  |   |   |  | <p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>– Ensuring teachers' SLOs define desired outcomes;</li> <li>– Ensuring assessments used correspond to the appropriate state content standards;</li> <li>– Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>– Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> <li>– Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul> | <p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>– Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>– Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>– Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul> | <p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>– Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>– Failing to assess baseline knowledge of students;</li> <li>– Failing to select assessments that are appropriately aligned to content standards.</li> </ul>  |  |
| 1.3.3 Instructional time                                  | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b>  |   |   |  | <p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>– Removing all sources of distractions of instructional time;</li> <li>– Promoting the sanctity of instructional time;</li> <li>– Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>   | <p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>– Removing major sources of distractions of instructional time;</li> <li>– Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc.</li> <li>– Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>       | <p><b>Principal does not support instructional time by:</b></p> <ul style="list-style-type: none"> <li>– Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>– Rarely or never promoting the sanctity of instructional time;</li> <li>– Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul> |  |



## Domain 2: Leadership Actions

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

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



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



| Competency  | Highly Effective (4)   | Effective (3)  | Improvement/Necessary (2)   | Ineffective (1)  |
|---|--|--|---|--|
| <b>2.2 Building Relationships</b>                         |  |  |   |  |
| <b>2.2.1 Culture of urgency</b>                           | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>  | <b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>– Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>– Leading a relentless pursuit of these expectations;</li> </ul>  | <b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>– Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>– Occasionally leading a pursuit of these expectations.</li> </ul>  | <b>Principal does not create an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>– Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>– Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>  |
| <b>2.2.2 Communication</b>                                | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– To the extent possible, messaging key concepts in real time;</li> <li>– Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>– Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul> | <b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>– Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>– Interacting with a variety of stakeholders including students, families, community groups, central office, teacher associations, etc.;</li> <li>– Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul> | <b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>– Messaging most, but not all, key concepts; interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>– Utilizing a limited number of means and approaches to communication.</li> </ul>  | <b>Principal does not skillfully and clearly communicate by:</b> <ul style="list-style-type: none"> <li>– Rarely or never messaging key concepts;</li> <li>– Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>– Not utilizing a variety of means or approaches to communication Or ineffectively utilizing several means of communication.</li> </ul> |
| <b>2.2.3 Forging consensus for change and improvement</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Guides others through change and addresses resistance to that change;</li> <li>– Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>– Creates cultural changes that reflect and support building a consensus for change.</li> </ul>  | <b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>– Using effective strategies to work toward a consensus for change and improvement;</li> <li>– Systematically managing and monitoring change processes;</li> <li>– Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>   | <b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>– Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>– Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>– Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul> | <b>Principal does not create a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>– Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>– Rarely or never managing or developing a process for change and/or improvement;</li> <li>– Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>   |



| Competency                        | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|-----------------------------------|--|--|---|--|
| <b>2.3 Culture of Achievement</b> |  |  |   |  |
| <b>2.3.1 High expectations</b>    | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>– Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li><li>– Benchmarking expectations to the performance of the state's highest performing schools;</li><li>– Creating systems and approaches to monitor the level of academic and behavior expectations;</li><li>– Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li></ul> | <b>Principal creates and supports high academic and behavior expectations by:</b> <ul style="list-style-type: none"><li>– Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li><li>– Empowering students to set high and demanding expectations for themselves;</li><li>– Ensuring that students are consistently learning, respectful, and on task;</li><li>– Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li><li>– Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li></ul> | <b>Principal creates and supports high academic and behavioral expectations by:</b> <ul style="list-style-type: none"><li>– Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li><li>– Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li></ul> | <b>Principal does not create or support high academic and behavior expectations by:</b> <ul style="list-style-type: none"><li>– Accepting poor academic performance and/or student behavior;</li><li>– Failing to set high expectations or sets unrealistic or unattainable goals.</li></ul>     |
| <b>2.3.2 Academic rigor</b>       | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>– Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li></ul>   | <b>Principal establishes academic rigor by:</b> <ul style="list-style-type: none"><li>– Creating ambitious academic goals and priorities that are accepted as fixed and immutable.</li></ul>   | <b>Principal establishes academic rigor by:</b> <ul style="list-style-type: none"><li>– Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li><li>– Creating academic goals but occasionally deviates from these goals in the face of adversity.</li></ul>   | <b>Principal has not established academic rigor by:</b> <ul style="list-style-type: none"><li>– Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li><li>– Consistently sets and abandons ambitious academic goals.</li></ul> |
| <b>2.3.3 Data usage in teams</b>  | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li><li>– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li></ul>  | <b>Principal utilizes data by:</b> <ul style="list-style-type: none"><li>– Orchestrating frequent and timely team collaboration for data analysis;</li><li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li></ul>  | <b>Principal does not utilize data by:</b> <ul style="list-style-type: none"><li>– Rarely or never organizing efforts to analyze data;</li><li>– Rarely or never applying data analysis to develop action plans.</li></ul>  | <b>Principal utilizes data by:</b> <ul style="list-style-type: none"><li>– Rarely or never organizing efforts to analyze data;</li><li>– Rarely or never applying data analysis to develop action plans.</li></ul>   |



# Assistant Principal

## Domain 1: Teacher Effectiveness

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

| Competency   | Level Description  | Development Necessary   | Principle  |
|--|--|---|--|
| 1.1.1 Contributes to the achievement of the mission & vision                       | In addition to Level 3, the assistant principal:<br>– Catalyzes commitment to and vigorous pursuit of the school's vision & mission  | The assistant principal:<br>– Working through complex issues in ways that energize stakeholder commitment<br>– Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives<br>– Translates the vision and mission into daily school practices | The assistant principal:<br>– Contributes individual capabilities to achieve essential objectives<br>– Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent  |
| 1.1.2 Assists the principal in hiring, developing and retaining effective teachers | In addition to Level 3, the assistant principal:<br>– Provides the student management and/or instructional support necessary to develop and retain effective early career teachers | The assistant principal:<br>– Bases hiring recommendations primarily on the teacher's level of effectiveness<br>– Takes specific actions to facilitate the development and retention of effective staff members<br>– Aligns personnel recommendations with the vision and mission of the school     | The assistant principal:<br>– Disregards or fails to examine teachers' level of effectiveness when making hiring recommendations<br>– Fails to take consistent steps to facilitate the development and/or retention of effective teachers<br>– Fails to align hiring recommendations to the mission and vision of the school |

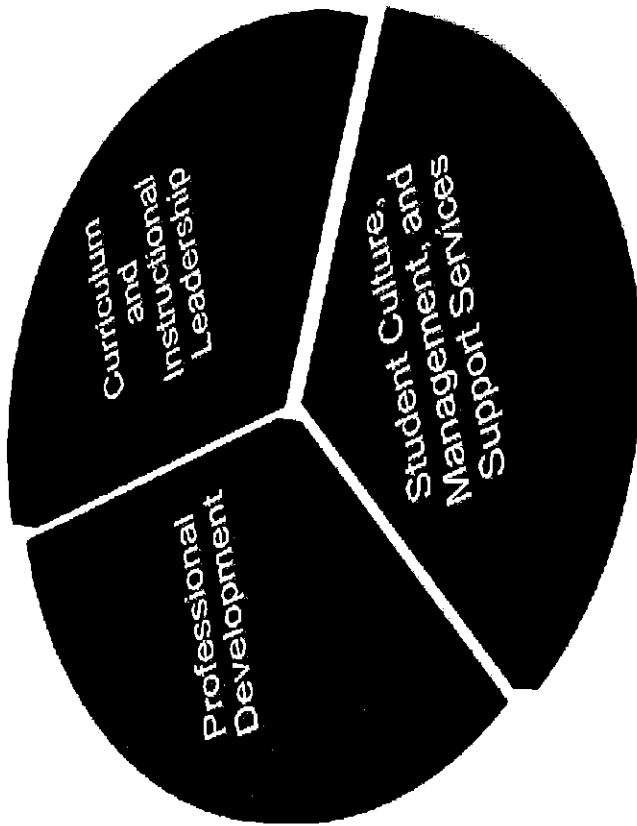
| Competency                           |  | Effectiveness   | Effectiveness   | Effectiveness   |
|--------------------------------------|--|---|---|---|
| 1.2.1 Observes professional practice |  | In addition to Level 3, the assistant principal:  | The assistant principal:  | The assistant principal:  |
| 1.2.1.1                              | Observes professional practice                         | <ul style="list-style-type: none"> <li>- Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented</li> <li>- Differentiates the number of observations based on observed levels of teacher effectiveness</li> </ul> | <ul style="list-style-type: none"> <li>- Examines prior performance and student achievement data to inform observations and walkthroughs</li> <li>- Accurately categorizes observed instructional practice</li> <li>- Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal</li> </ul>                                       | <ul style="list-style-type: none"> <li>- Frequently categorizes instructional practice inaccurately</li> <li>- Conducts the minimum number of required observations, despite observed deficiencies in professional practice</li> <li>- Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal</li> </ul> |
| 1.2.1.2                              | Provides actionable feedback                           | <ul style="list-style-type: none"> <li>- Models desired actions or schedules opportunities for the teacher to learn from other teachers</li> <li>- Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>- Develops bite-sized action plans focused on the highest leverage teacher actions</li> <li>- Provides a clear directions for how to do the most important tasks well</li> <li>- Frequently follows up to ensure feedback is implemented with fidelity</li> </ul>  | <ul style="list-style-type: none"> <li>- Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>- Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>  |
| 1.2.1.3                              | Monitors student performance                           | <ul style="list-style-type: none"> <li>- Develop teachers' collective ability to positively impact student learning</li> <li>- Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs</li> </ul>            | <ul style="list-style-type: none"> <li>- Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>- Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>- Frequently follows up to ensure action plans are implemented with fidelity</li> </ul> | <ul style="list-style-type: none"> <li>- Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>- Allows teachers to establish action steps that lack clarity or alignment to performance data</li> <li>- Fails to frequently follow up to ensure proper implementation</li> </ul>                           |
| 1.2.1.4                              | Demonstrates commitment to improve teacher performance | <ul style="list-style-type: none"> <li>- Identifies and facilitates opportunities for teachers to share best practices</li> <li>- Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</li> </ul>                | <ul style="list-style-type: none"> <li>- Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>- Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies</li> </ul>   | <ul style="list-style-type: none"> <li>- Disregards the need for individualized assistance/coaching</li> <li>- Provides limited opportunities for teachers to engage in professional learning</li> </ul>  |
| 1.2.2                                | Effectiveness  | In addition to Level 3, the assistant principal:  | The assistant principal:  | The assistant principal:  |
| 1.2.3                                | Effectiveness  | In addition to Level 3, the assistant principal:  | The assistant principal:  | The assistant principal:  |
| 1.2.4                                | Effectiveness  | In addition to Level 3, the assistant principal:  | The assistant principal:  | The assistant principal:  |



|           |  |  |  |
|-----------|--|--|--|
|           |  |  |  |
| necessary | teacher's remediation plan                                 | <ul style="list-style-type: none"> <li>○ Focuses on highest leverage teacher actions</li> <li>○ Includes measurable goals and action steps</li> <li>○ Contains a timeline and system to monitor implementation</li> <li>○ Outlines consequences for failure to improve performance</li> <li>- Provides tools and the assistance/coaching necessary to improve performance</li> <li>- Where appropriate, recommends termination of underperforming teachers using performance-based evidence</li> </ul> | <ul style="list-style-type: none"> <li>- Establishes goals or action steps that are either immeasurable or fail to address the highest leverage teacher actions</li> </ul>   |
| 1.X.X     | Assists the principal with talent & leadership development | <p><b>In addition to Level 3, the assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Capitalizes on the strengths of emerging leaders to positively impact student and/or staff performance</li> </ul>  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Collaboratively establishes ambitious professional learning goals with effective and highly effective teachers</li> <li>- Uses performance data to identify and recommend emerging leaders for increased teacher leadership roles</li> <li>- Provides meaningful support to emerging leaders in new teacher leadership roles</li> </ul>  |
|           |  |  | <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Uses summative evaluations and other available information to identify teachers with leadership potential, but provides limited support to ensure their success</li> </ul> <p><b>The assistant principal:</b></p> <ul style="list-style-type: none"> <li>- Bases talent management decisions on personal preference rather than available data or demonstrated ability</li> <li>- Fails to provide meaningful support to emerging leaders</li> </ul> |

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

| Competency |  | Effectiveness   |  | Development Needs   |  |
|------------|--|---|--|---|--|
| Element    | Indicator  | Effectiveness   | Development  | Effectiveness   | Development  |
| 1.x.x      | <b>Oversees school-wide professional development</b>       | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Leverages teacher leaders to provide differentiated professional development opportunities based on individual need</li> <li>- Facilitates differentiated professional development that consistently promote improvements in observed teacher practice and/or student achievement</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Uses student performance data and teacher evaluation results to develop a systemic plan for professional development</li> <li>- Assists the principal in providing teachers and administrative team members differentiated professional development opportunities</li> <li>- Monitors the impact of professional development on student learning and teacher effectiveness</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Provides generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data and teacher evaluation results</li> <li>- Fails to effectively monitor the impact of professional development on student learning and/or teacher effectiveness</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Fails to provide regular professional development opportunities aligned to the staff's learning needs</li> </ul>  |
| 1.x.x      | <b>Builds productive professional learning communities</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Builds a systemic culture of inquiry into best practice that has a demonstrable impact on teacher practice and student achievement</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Strategically assigns teachers to each team and ensures teachers have well defined leadership roles and expectations</li> <li>- Assists teams in establishing priorities and developing goals and measurable goals</li> <li>- Provides each team with the resources/support necessary for them to achieve their goals</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Strategically assigns teachers to each team, but fails to provide well defined leadership roles and/or expectations</li> <li>- Assists the teams in establishing priorities and developing goals, but those goals often lack rigor and/or measurability</li> <li>- Provides inconsistent support to teams</li> </ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Places little emphasis on team composition</li> <li>- Fails to hold teams accountable for establishing clear goals</li> <li>- Provides little or no support to teams</li> </ul> |
| 1.x.x      | <b>Addresses teachers rated ineffective or improvement</b> | <b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>- Proactively assists teachers with achieving the goals outlined in the</li> </ul>  | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Assists the principal with the development of a remediation plan for teachers that</li> </ul>   | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Assists with the development of a remediation plan that fails to provide the tools and/or</li> </ul>   | <b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Fails to develop a remediation plan, or develops a plan that is not compliant with local or state policy</li> </ul>   |



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

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



|       |   |   |   |
|-------|---|---|---|
|       |   |   |   |
| 2.x.x | <b>Implements appropriate academic interventions</b>    | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>- Implements interventions that have a proven ability to increase student performance</li><li>- Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance</li></ul> | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>- Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals</li><li>- Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress</li><li>- Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals</li></ul> |
| 2.x.x | <b>Implements and monitors instructional technology</b> | <b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"><li>- Successfully promotes the use of instructional technology that drives greater levels of student achievement</li></ul>   | <b>The assistant principal:</b> <ul style="list-style-type: none"><li>- Identifies and implements the most effective instructional technology</li><li>- Develops teachers' ability to utilize instructional technologies to support student learning</li><li>- Regularly monitors and reports the impact of instructional technology on student learning</li></ul>  |

| Competency               |   | Effectiveness   | Effectiveness  | Effectiveness  | Effectiveness  | Effectiveness  |
|--------------------------|---|---|--|--|--|--|
| Student Support Services |   | 3   | 2  | 1  | 0  | N/A  |
| 2.x.x                    | <b>Implements effective school policies</b> | In addition to Level 3, the assistant principal:  | The assistant principal:<br>- Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner<br>- Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem.<br>- Develops all stakeholders' understanding of school policies and their consequences | The assistant principal:<br>- Establishes and implements school policies, processes, and routines, but enforcement is inconsistent<br>- Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance<br>- Develops student and staff understanding of school policies and their consequences | The assistant principal:<br>- Inadequately develops stakeholders understanding of school policies and/or consequences<br>- Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school<br>- Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner | The assistant principal:<br>- Rarely uses data to evaluate effectiveness of interventions                                      |
| 2.x.x                    | <b>Monitors school culture</b>              | In addition to Level 3, the assistant principal:<br>- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices  | The assistant principal:<br>- Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge<br>- Tracks referral data to evaluate the effectiveness of interventions<br>- Uses the data to engage stakeholders in a process of continuous improvement   | The assistant principal:<br>- Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement  | The assistant principal:<br>- Inconsistently applies positive and negative consequences for behavior<br>- Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior  | The assistant principal:<br>- Inconsistently implements the student code of conduct<br>- Allows irresponsible student behavior |
| 2.x.x                    | <b>Enhances a positive school culture</b>   | In addition to Level 3, the assistant principal:<br>- Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy<br>- Demonstrates the ability to positively impact student achievement and culture | The assistant principal:<br>- Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times<br>- Challenges low expectations and holds all persons accountable for observing agreed upon procedures<br>- Assists teachers with the implementation of effective classroom management plans   |  |  |  |

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



## Domain 2: Leadership Actions

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

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

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



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

## Optional Competencies



Evaluation and Development System

|       |  |   |   |  |   |
|-------|--|---|---|--|---|
| 2.1.4 | <b>Monitors time and task management</b> | In addition to Level 3, the assistant principal:<br>– Prioritizes being an instructional leader above all else<br>– Is a model of punctuality and timeliness in discharging his/her professional responsibilities | <b>The assistant principal:</b><br>– Consistently allocates the time and resources necessary to achieve ambitious goals<br>– Spends time on high leverage activities<br>– Delegates applicable responsibilities to other staff and helps them achieve success in these activities | <b>The assistant principal:</b><br>– Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions<br>– Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. | <b>The assistant principal:</b><br>– Rarely protects time for instructional leadership priorities<br>– Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals |
|-------|--|---|---|--|---|

| Competency        |   | Effectiveness   |  | Improvement   |  |
|-------------------|---|---|--|---|--|
| School Leadership |   | Effectiveness   |  | Effectiveness   |  |
| 2.2.1             | <b>Maintains a culture of excellence</b>    | <b>In addition to Level 3, the assistant principal:</b><br>– Instills the daily habits necessary to create a culture of excellence<br>– Is unwavering in maintaining high expectations for everyone | <b>The assistant principal:</b><br>– Contributions to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning growth, but fails to contribute consistently to the maintenance and/or development of a student centered culture<br>– Provides students and staff the support, time, and structures necessary to be successful<br>– Celebrates the accomplishments of others and proactively resolves performance issues | <b>The assistant principal:</b><br>– 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<br>– Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected | <b>The assistant principal:</b><br>– Fails to take the initiative to identify and recognize the accomplishments of others<br>– Consistently ignores staff or student performance issues  |
| 2.2.2             | <b>Enhances teacher collaboration</b>       | <b>In addition to Level 3, the assistant principal:</b><br>– Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement                     | <b>The assistant principal:</b><br>– Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school<br>– Holds collaborating teams accountable for achieving desired results   | <b>The assistant principal:</b><br>– Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards  | <b>The assistant principal:</b><br>– Fails to provide teacher teams the support and/or resources necessary for to achieve desired results<br>– Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving |
| 2.2.3             | <b>Supports a universal code of conduct</b> | <b>In addition to Level 3, the assistant principal:</b><br>– Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors                          | <b>The assistant principal:</b><br>– Coaches a culture of excellence through repeated practice and modeling of desired behaviors<br>– Consistently and fairly applies positive and negative consequences for behavior<br>– Promotes a predictable, safe learning environment through consistency of actions  | <b>The assistant principal:</b><br>– Supports the maintenance of routines, procedures, and policies; but is primarily reactive<br>– Fails to consistently apply either positive and/or negative consequences for behavior   | <b>The assistant principal:</b><br>– Sends inconsistent messages about school policy<br>– Tolerates discipline violations and allows positive student and staff behavior to go unrecognized  |

## 2015 Revised Rubric

| Indicator   | Example  |
|---|--|
| <b>1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.</b>  |  |
| 1.1   | The superintendent effectively recruits, hires, assigns, and retains school leaders.   |
| 1.2   | The superintendent creates a professional development system for school leaders based on strengths and needs.  |
| 1.3   | The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.  |
| 1.4   | The superintendent provides evidence of delegation and trust in subordinate leaders.   |
| 1.5   | The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance. |
| <b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students</b> |  |
| 2.1   | The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.  |
| 2.2   | The superintendent demonstrates evidence of student improvement through student achievement results.   |
| 2.3   | The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.                                       |
| <b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.</b>  |  |

|     |  |  |
|-----|--|--|
|     |  | <b>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.</b> |
| 3.1 | The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.   |  |
| 3.2 | The superintendent organizes time and prioritizes tasks for effective leadership.  |  |
| 4.1 | The superintendent actively engages in communication with parents and community.   |  |
| 4.2 | The superintendent forges consensus for change and improvement throughout the school corporation.  |  |
| 4.3 | The superintendent understands the role of the superintendent in engaging the public in controversial issues.  |  |
| 4.4 | The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.   |  |
| 4.5 | The superintendent encourages open communication and dialogue with school board members.   |  |
| 4.6 | The superintendent provides the school board with a written agenda and background material before each board meeting.  |  |
|     |  | <b>5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.</b> |
| 5.1 | The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student. The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement. |  |
| 5.2 | The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.   |  |
| 5.3 |  |  |

|     |   |   |
|-----|---|---|
| 5.4 | <p>The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</p>  | <p><b>6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.</b></p> |
| 6.1 | <p>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p>      |   |
| 6.2 | <p>The superintendent demonstrates personal proficiency in technology implementation and utilization.</p>   |   |
| 6.3 | <p>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</p> |   |
| 6.4 | <p>The superintendent provides responsible fiscal stewardship.</p>  |   |
| 6.5 | <p>The superintendent demonstrates compliance with legal requirements.</p>  |   |



**SSJCSS 2012-13 Rubric for Evaluating and  
Enhancing Professional Practice:**

**Designed Primarily for Speech Language  
Pathologists  
and**

**Speech Language Pathology Assistants**



# SPEECH LANGUAGE PATHOLOGIST EFFECTIVENESS RUBRIC

## 2012-13

| <b>DOMAIN 1: PURPOSEFUL PLANNING</b>   |   |  |   |   |
|--|---|--|---|---|
| <b>Competencies</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
| 1.01 <b>Uses current and comprehensive Content/Specialty Area knowledge for planning</b> | <p>As well as meeting all of the effective elements, the school professional:</p> <p>Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.</p> | <p>The school professional:</p> <p>Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area.</p> <p>Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning.</p> | <p>The school professional meets most, but not all of the effective elements.</p> | <p>The school professional meets few or none of the effective elements.</p> |

| <b>Competencies</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|--|---|---|---|---|
| <b>1.02 Utilizes current and appropriate practices and procedures for screening</b>    | <b>As well as meeting all of the effective elements, the school professional:</b><br>Provides strategies/resources to SLPs/parents for those students who do not qualify<br>-or-<br>Develops a tracking system for follow-up screenings for one year. | <b>The school professional:</b><br>Administers, scores, analyzes and interprets results of screening protocols accurately.<br><br>Makes appropriate recommendations with regard to future testing.<br><br>Communicates results to parents, SLPs in a timely manner. | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |
| <b>1.03 Gathers appropriate information prior to determining evaluation procedures</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Includes all pertinent screening information into the body of evaluation report.   | <b>The school professional:</b><br>Uses Social and Developmental histories to gather information.<br><br>Utilizes academic information including RTI data.<br><br>Utilizes Hearing screening information.   | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |

| <b>Competencies</b>                                    | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>   |
|--|---|--|---|--|
| <b>1.04 Chooses Appropriate Evaluation Instruments</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Utilizes a variety of tools to address cultural and linguistic differences.<br><br>-or-<br>Uses an expanded and flexible battery of instruments for assessing students.                    | <b>The school professional:</b><br>Uses tools, protocols and strategies that are the most current and evidence based.<br><br>Utilizes strategies and tools that are age appropriate and related to the referral question(s).<br><br>Matches academic concerns to selection of tests.                                     | <b>The school professional:</b><br>meets most, but not all of the effective elements. | <b>The school professional</b><br>meets few or none of the effective elements. |
| <b>1.05 Uses Appropriate Evaluation Procedures</b>     | <b>As well as meeting all of the effective elements, the school professional:</b><br>Supplements standardized measures with:<br><br>-classroom observations<br>-curriculum based activities<br>-other educationally relevant measures that are aligned with academic standards. | <b>The school professional:</b><br>Faithfully administers tests accurately and according to the directions outlined by the test.<br><br>Scores data from standardized assessment and other sources accurately.<br><br>Appropriately analyzes and interprets information from standardized assessment and other measures. | <b>The school professional</b><br>meets most, but not all of the effective elements.  | <b>The school professional</b><br>meets few or none of the effective elements. |

| Competencies   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--|---|---|---|---|
| <b>1.06 Interprets Results and Makes Placement/Service Recommendations</b> | <p><b>As well as meeting all of the effective elements, the school professional:</b></p> <p>Provides information to classroom SLPs and includes the potential impact on classroom learning.</p> | <p><b>The school professional:</b></p> <p>Integrates all results from the evaluation process and develops clear diagnostic impressions.</p> <p>Collaborates with members of the Case Conference Committee to:</p> <ul style="list-style-type: none"> <li>• Synthesize evaluation information</li> <li>• Determine the presence and severity of a disability</li> <li>• Determines Eligibility for speech and language services</li> </ul> | <p>The school professional meets most, but not all of the effective elements.</p> <p>Clearly communicates results using understandable terminology to all case conference participants.</p> | <p>The school professional meets few or none of the effective elements.</p> |

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

| <b>Competency</b>  | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|--|--|---|---|---|
| 2.01<br><b>Manages scheduling of sessions and grouping of students</b> | <p>As well as meeting all of the effective elements, the school professional:</p> <p>Attempts to group students by age/grade level and disorder.</p> | <p>The school professional:</p> <p>Efficiently manages schedules to minimally interrupt general ed curriculum/instruction.</p> <p>Appropriately groups students to maximize instructional time.</p> | <p>The school professional meets most, but not all of the effective elements.</p> | <p>The school professional meets few or none of the effective elements.</p> |

|  |  |  |   |   |
|--|--|--|---|---|
| 2.02<br><b>Prepares for effective service delivery</b> | <p>As well as meeting all of the effective elements, the school professional:</p> <p>Develops strategies for student successful participation in the classroom/curriculum.</p> | <p>The school professional:</p> <p>Prepares for intervention sessions thoroughly by:</p> <ul style="list-style-type: none"> <li>• Organizing materials</li> <li>• Selecting/adapting material, equipment, devices to meet student needs</li> <li>• Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals.</li> </ul> <p>Constructs culturally, linguistically and developmentally appropriate learning activities.</p> <p>Accommodates student's unique learning styles and present levels of performance.</p> | <p>The school professional meets most, but not all of the effective elements.</p> | <p>The school professional meets few or none of the effective elements.</p> |
|--|--|--|---|---|

| <b>Competencies</b>   | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|---|--|---|---|---|
| <b>2.03</b><br><b>Implements appropriate progress monitoring procedures</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Includes student in review of data and monitoring own progress. | <b>The school professional:</b><br>Collects, interprets and uses data to measure progress and drive instruction.<br>Matches appropriate interventions to data.<br>Modifies instruction based on frequent progress monitoring. | <b>The school professional meets most, but not all of the effective elements.</b> | <b>The school professional meets few or none of the effective elements.</b> |
| <b>2.04</b><br><b>Promotes Generalization Across Settings</b>               | <b>As well as meeting all of the effective elements, the school professional:</b><br>Monitors and collects data of generalization across settings.   | <b>The school professional:</b><br>Uses common core to enhance student learning.<br>Promotes generalization of acquired therapeutic skills across school settings.<br>Enables students to develop self monitoring skills.     | <b>The school professional meets most, but not all of the effective elements.</b> | <b>The school professional meets few or none of the effective elements.</b> |

| <b>Competencies</b>   | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>   |
|---|---|---|---|--|
| <b>2.05 Develops Student Understanding of Lesson Objectives</b> | <b>As well as meeting all of the effective elements, the school professional's:</b><br><br>Students can explain what they are learning and why it is important, beyond repeating the stated objective.<br><br>Strategies engage prior knowledge of students in connecting to lesson.<br>Students demonstrate through work or comments that they understand this connection. | <b>The school professional's:</b><br><br>Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson.<br><br>Importance of the objective is explained so that students understand why they are learning what they are learning.<br><br>Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. | <b>The school professional:</b><br><br>Provides lessons that progress at an appropriate pace to maintain engagement.<br><br>Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. | <b>The school professional meets most, but not all of the effective elements.</b><br><br><b>The school professional meets few or none of the effective elements.</b> |
| <b>2.06 Uses strategies that promote student engagement</b>     | <b>As well as meeting all of the effective elements, the school professional:</b><br><br>Integrates a variety of current therapeutic strategies gained from professional development activities<br><br>-or-<br><br>Uses and teaches technology/ACC devises.   |   |   |  |

**DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES**

| Competency   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|--|---|--|---|---|
| <b>3.01 Advances Professional Skills And Knowledge</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Regularly shares newly learned knowledge and practices with others<br>-or-<br>Seeks out opportunities to lead professional development sessions. | <b>The school professional:</b><br>Actively pursues opportunities to improve knowledge and practice<br>Seeks out ways to implement new practices into instruction, where applicable.<br>-or-<br>Welcomes constructive feedback to improve practices. | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |
| <b>3.02 Advocates for Student Success</b>              | <b>As well as meeting all of the effective elements, the school professional:</b><br>Displays commitment to the education of all the students in the school<br>-or-<br>Makes changes and take risks to ensure student success.        | <b>The school professional:</b><br>Displays commitment to the education of all his/her students.<br>Provides IEP information to all teachers involved with student.<br>Advocate for students' individualized needs.                                  | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |

| <b>Competencies</b>   | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>   | <b>Ineffective (1)</b>   |
|---|--|--|--|--|
| <b>2.07      Creates Culture of Respect and Collaboration</b> | <p><b>As well as meeting all of the effective elements, the school professional's:</b></p> <p>Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance.</p> <p>Students reinforce positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> | <p><b>The school professional:</b></p> <p>Encourages collaboration and students are respectful of their SLP and peers.</p> <p>Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior.</p> <p>Has a good rapport with students, and shows genuine interest in their thoughts and opinion.</p> | <p><b>The school professional meets most, but not all of the effective elements.</b></p> | <p><b>The school professional meets few or none of the effective elements.</b></p> |

| Competencies                              | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)   |
|---|---|---|--|---|
| 3.03 Engages Families in Student Learning | <b>As well as meeting all of the effective elements, the school professional:</b><br>Strives to form relationships in which parents are given ample opportunity to participate in student learning.<br><br>Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. | <b>The school professional:</b><br>Proactively reaches out to parents in a variety of ways to engage them in student learning.<br><br>Responds promptly to contact from parents.<br><br>Engages in all forms of parent outreach required by the school. | <b>The school professional</b><br>meets most, but not all of the effective elements. | The school professional<br>meets few or none of the effective elements. |
| 3.04 Manages Caseload appropriately       | <b>As well as meeting all of the effective elements, the school professional:</b><br><br>Mentors others in appropriate management of caseload.  | <b>The school professional:</b><br>Fulfils all TOR responsibilities.<br><br>Frequently monitors progress and goals and reconvenes case conferences as needed.   | <b>The school professional</b><br>meets most, but not all of the effective elements. | The school professional<br>meets few or none of the effective elements. |

| <b>Competencies</b>  | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|--|--|--|---|---|
| <b>3.05 Fulfills all documentation/ paperwork requirements</b> | <b>As well as meeting all of the effective elements, the school professional's:</b><br>Filing is completed weekly and organized in a manner that provides for immediate accessibility.   | <b>The school professional:</b><br>Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file.   | <b>The school professional meets most, but not all of the effective elements.</b> | <b>The school professional meets few or none of the effective elements.</b> |
| <b>3.06 Provides appropriate supervision of others</b>         | <b>As well as meeting all of the effective elements, the school professional:</b><br>Frequently evaluates the workload of the SLPA and initiates reassignment as indicated.<br><br>Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants. | <b>The school professional's:</b><br>Expectations are clear and the SLpas are assigned for maximum productivity.<br><br>SLPAs are evaluated regularly and accurately. Areas for improvement are noted and documented.<br><br>Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct. | <b>The school professional meets most, but not all of the effective elements.</b> | <b>The school professional meets few or none of the effective elements.</b> |

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

| <b>Competencies</b>   | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>   | <b>Ineffective (1)</b>  |
|---|---|---|--|---|
| <b>3.09</b><br><b>Contributes to the School District and/or Co-op</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Takes initiative and provides leadership in promoting a productive and collegial climate.<br><br>Volunteers to participate in school and SSJCSS committees and/or projects, making a significant contribution by assuming a leadership role. | <b>The school professional:</b><br>Provides support and cooperation that characterize relationships with colleagues. Upholds all of the policies and procedures of the assigned school and SSJCSS.<br><br>Volunteers to participate in school or SSJCSS committees/projects, and actively participates.   | <b>The school professional meets most, but not all of the effective elements.</b><br><br>Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful. | <b>The school professional meets few or none of the effective elements.</b><br><br>The school professional meets most; but not all of the effective elements. |
| <b>3.10</b><br><b>Communicates professionally</b>                     | <b>As well as meeting all of the effective elements, the school professional:</b><br>Responds to communication and the processing of information within 24 hours on a routine basis.<br><br>Provides communication that is handled with professionalism and sensitivity.  | <b>The school professional:</b><br>All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.<br><br>All responses to inquiries or requests are handled in a timely manner, usually within 48 hours.<br><br>All appropriate personnel are properly informed about changes in students, staff or programming. | <b>The school professional meets few or none of the effective elements.</b><br><br>The school professional meets few or none of the effective elements.  |   |

| <b>Competencies</b>   | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>   | <b>Ineffective (1)</b>  |
|---|---|--|--|---|
| <b>3.11 Fosters Others' Awareness of communication disorders</b>                                    | <b>As well as meeting all of the effective elements, the school professional:</b><br>Provides inservice training on communication disorders for peers, parents and/or students.<br><br>Provides inservice to classroom paraprofessionals.   | <b>The school professional:</b><br>Provides developmental guidelines to general education teachers and offer to parents when appropriate.<br><br>Shares information on communication disorders with peers and offer information to parents and students. | <b>The school professional meets most, but not all of the effective elements.</b><br><br>Shares information of appropriate referrals/guidelines. | <b>The school professional meets few or none of the effective elements.</b> |
| <b>3.12 Seeks professional growth and learning opportunities to advance own knowledge and skill</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Earns additional hours or advanced degrees in the field<br>-or-<br>Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.) | <b>The school professional identifies needs and develops a plan for continuing education.</b><br><br>Responds to Supervisor suggestions for professional growth.<br><br>Shares new information and implements new knowledge when opportunity arises.     | <b>The school professional meets most, but not all of the effective elements.</b>  | <b>The school professional meets few or none of the effective elements.</b> |

| <b>Competencies</b>   | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|---|---|---|---|---|
| <b>3.13</b><br><b>Completes all Case Conference Set Up Responsibilities appropriately</b> | <b>As well as meeting all of the effective elements, the school professional:</b><br>Provides a draft IEP that is appropriately completed prior to all meetings and ready to present.   | <b>The school professional's:</b><br>Students and/or Case Conference notices are entered appropriately into the IIEP system prior to conference.  | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |
| <b>3.14</b><br><b>Meaningfully participates in case conferences</b>                       | <b>As well as meeting all of the effective elements, the school professional:</b><br>Takes the lead when necessary to keep case conference on track.<br>Defuses contentious situations during the case conference.<br>As chair, runs the meeting efficiently while allowing opportunity for all to participate. | <b>The school professional:</b><br>Brings all appropriate records and documents to case conference.<br><br>Meaningfully, understandably and efficiently participates in the case conference.<br>Facilitates parent participation.<br>Assists with completing the IIEP as needed.<br><br>When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |

| Competencies  | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|---|---|--|---|---|
| 3.15 Develops IEPs based on individual student needs and are completed using appropriate procedures                         | <b>As well as meeting all of the effective elements, the school professional:</b> <ul style="list-style-type: none"> <li>Volunteers to train and assist others in the use of the IEP system.</li> <li>Volunteers to review and evaluate IIEPs.</li> <li>Provides IEPs that stand up during due process scrutiny.</li> </ul> | <b>The school professional's:</b> <ul style="list-style-type: none"> <li>Goals are measurable and clearly written and based on present levels of performance.</li> <li>Services are aligned with goals.</li> <li>Recommended accommodations are appropriate, and their use is clearly defined.</li> <li>Notes clearly and succinctly capture relevant discussions.</li> <li>Components of the IIEP are accurately completed and the document meets the "stranger" test.</li> </ul> | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |
| 3.16 Carries out all Due Process Responsibilities<br><br>(May not be applicable to all staff evaluated through this rubric) | <b>As well as meeting all of the effective elements, the school professional's:</b> <ul style="list-style-type: none"> <li>Documents and Testimony clearly supports the school's position and advances the due process case.</li> </ul>   | <b>The school professional's:</b> <ul style="list-style-type: none"> <li>Documents required for due process are submitted to Supervisor within required time frame.</li> <li>Documents submitted for due process contain appropriate information.</li> <li>Testimony is factual, clear and without bias.</li> </ul>  | <b>The school professional</b> meets most, but not all of the effective elements. | <b>The school professional</b> meets few or none of the effective elements. |

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

| <b>Indicator</b>                 | <b>Meets Standard</b>   | <b>Does Not Meet Standard</b>  | <b>Each area that does not meet standard yields a .2 deduction from total score.</b> |
|----------------------------------|---|--|--|
| <b>1 Attendance</b>              | School Professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. | School Professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.                       |  |
| <b>2 On-Time Arrival</b>         | School Professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.                              | School Professional has demonstrated a pattern of unexcused late arrivals or early departures.   |  |
| <b>3 Policies and Procedures</b> | School Professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).    | School Professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). |  |
| <b>4 Respect</b>                 | School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.                      | School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.                |  |
| <b>5 Ethical</b>                 | School Professional performs the function of the job in an ethical manner and maintains confidentiality at all times.                                       | School Professional has demonstrated a pattern of performing the function of the job in an unethical manner and/or breaks confidentiality requirements   |  |

**INDIANA SPECIAL  
EDUCATION TEACHER  
EFFECTIVENESS RUBRIC**

**2011-2012**

ICASE COMMITTEE April 2012

## DOMAIN 1: PURPOSEFUL PLANNING

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

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

|  |  |  |
|--|--|--|
| 1.4<br><b>Create Objective-Driven Lesson Plans and Assessments</b> | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>-Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul> | <p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>-Identifying lesson objectives that are aligned to state content standards</li> <li>-Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>-Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul> <p><b><i>-Instruction based on IEP goals</i></b></p> <p><b><i>-Evidence that the IEP is being implemented across all settings</i></b></p> <p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>-Identifying lesson objectives that are aligned to state content standards</li> <li>-Matching instructional strategies and assignments to the lesson objectives</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>-Design assignments that are meaningless or irrelevant</li> <li>-Plan formative assessments to measure progress towards mastery or inform instruction</li> </ul> |
| 1.5  | <b>Track Student Data and Analyze Progress</b>   | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Uses daily checks for understanding for additional data points</li> <li>-Updates tracking system daily</li> <li>-Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>  |

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

| Competency  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|---|---|--|--|---|
| <b>Competency 2:1:</b><br><b>Develop Student Understanding and Mastery of Lesson Objectives</b> | <p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> <li>-Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>-Lesson is well-organized to move students towards mastery of the objective</li> <li>-<i>Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs.</i></li> <li>-<i>Clearly identified objective</i></li> <li>-<i>TOR identifies relationship between lesson and IEP goals</i></li> </ul> | <p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>-Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>-Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>-Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> <li>-Organization of the lesson may not always be connected to mastery of the objective</li> </ul> | <p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <p>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</p> <p>Objective is stated, but not in a student-friendly manner that leads to understanding</p> <p>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</p> <p>There may be no effort to connect objective to prior knowledge of students</p> | <p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <p>-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</p> <p>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</p> <p>-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</p> <p>-Lesson is disorganized and does not lead to mastery of objective</p> |

Notes:

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

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

Notes:

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

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

Notes:

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

| Competency   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|---|--|---|
| <b>Competency 2:4:<br/>Check for<br/>Understanding</b><br><br><b>For Level 4, all of the evidence listed<br/>under Level 3 is present, as well as<br/>some of the following:</b> | <p>Teacher is highly effective at checking for understanding</p> <p><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate “pulse” of the class’s understanding</li> <li>-Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>-Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul> | <p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate “pulse” of the class’s understanding</li> <li>-Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>-Teacher uses a variety of methods to check for understanding</li> <li>-Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>-Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>-Teacher systematically assesses every student’s mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul> | <p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> <li>-Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>-Teacher mostly gets an accurate “pulse” of the class’s understanding, but may not gain enough information to modify the lesson accordingly</li> <li>-Teacher may not use a variety of methods to check for understanding, when doing so would be helpful</li> <li>-Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>-Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>-Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul> | <p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> <li>-Teacher rarely or never checks for Understanding of content, or misses nearly all key moments</li> <li>-Teacher rarely or never gets an accurate “pulse” of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson</li> <li>-Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer</li> <li>-Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>-Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul> |

Notes:

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

| Competency  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|---|--|--|---|--|
| <b>Competency 2.5:</b><br>modifying instruction as needed | <b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b> | <p>-Teacher anticipates student misunderstandings and preemptively addresses them</p> <p>-Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</p> <p>-Teacher doesn't give up, but continues to try to address misunderstandings with different techniques if the first try is not successful</p> | <p>-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</p> <p>-Teacher differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs</p> <p>-Teacher responds to misunderstandings with effective scaffolding techniques</p> <p>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</p> | <p>Teacher needs improvement at modifying instruction as needed</p> <p>-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</p> <p>-Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</p> <p>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</p> |

Notes:

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

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

Notes:

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

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |
|------------|----------------------|---------------|---------------------------|-----------------|
|            |                      |               |                           |                 |

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

Notes:

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

| Competency   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|--|---|--|---|
| <b>Competency 2.8:</b><br><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i> | <p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>-Students are respectful of their teacher and peers</li> <li>-Students are given opportunities to collaborate and support each other in the learning process</li> <li>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinion amongst themselves</li> </ul> <p><i>-Evidence of instruction on behavior goals across all settings</i></p> <p><i>-Evidence of implementation of Positive behavior management plan</i></p> <p><i>-Environmental supports are in place</i></p> | <p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> </ul> <p><i>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</i></p> | <p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>-Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>-Teacher rarely or never praises positive behavior</li> </ul> | <p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>-Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>-Teacher rarely or never praises positive behavior</li> </ul> |

Notes:

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

| Competency  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|---|---|---|--|---|
| <b>Competency 2.9:</b><br><b>Set High Expectations for Academic Success</b> | <p>Teacher is highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>-Students participate in forming academic goals for themselves and analyzing their progress</li> <li>-Students demonstrate high academic expectations for themselves</li> <li>-Students comments and actions demonstrate that they are excited about their work and understand why it is important</li> <li>-Teacher celebrates and displays high quality academic work</li> </ul> | <p>Teacher is effective at setting high expectations for academic success.</p> <p><i>Teacher sets high expectations for students of all levels</i></p> <p><i>and value academic success as evidenced by their effort and quality of their work</i></p> <p><i>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)</i></p> <p><i>Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</i></p> <p><i>Teacher may praise the academic work of some, but not others</i></p> <p><i>High quality work of a few, but not all students, may be displayed in the classroom</i></p> | <p>Teacher needs improvement at setting high expectations for academic success.</p> <p><i>Teacher may set high expectations for some, but not others</i></p> <p><i>Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</i></p> <p><i>Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</i></p> <p><i>Teacher rarely or never praises academic work or good behavior</i></p> <p><i>High quality work is rarely or never displayed in the classroom</i></p> | <p>Teacher is ineffective at setting high expectations for academic success.</p> <p><i>Teacher rarely or never sets high expectations for students</i></p> <p><i>Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments</i></p> <p><i>Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers</i></p> <p><i>Teacher rarely or never praises academic work or good behavior</i></p> <p><i>High quality work is rarely or never displayed in the classroom</i></p> |
| Notes:  | <p>1. There are several ways for a teacher to demonstrate high expectations – through encouraging comments, higher-level questioning, appropriate rigorous assignments, expectations written and posted in the classroom, individual student work plans, etc.</p>   |   |  |   |

### DOMAIN 3: TEACHER LEADERSHIP

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

| Competencies                     | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|----------------------------------|--|---|---|--|
| 3.1 Contribute to School Culture | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Seek out leadership roles</li> <li>-Go above and beyond in dedicating time for students and peers outside of class</li> </ul>  | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Contribute ideas and expertise to further the school's mission and initiatives</li> <li>-Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>-Frequently dedicates time to help students and peers inefficiently outside of class</li> </ul>                                   | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>-Teacher dedicates little or no time outside of class towards helping students and peers</li> </ul> | <p>Teacher rarely or never contributes ideas aimed at improving school efforts.</p> <p>Teacher dedicates little or no time outside of class towards helping students and peers</p> |
| 3.2 Collaborate with Peers       | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate</li> <li>-Coach peers through difficult situations</li> <li>-Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others</li> <li>-Ask for assistance, when needed, and provide assistance to others in need</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>-Seek to provide other teachers with assistance when needed OR</li> <li>-Regularly seek out opportunities to work with others</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Participate in occasional opportunities to work with and learn from others</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>-Teacher works in isolation and is not a team player</li> </ul>  | <p>Teacher rarely or never participates in opportunities to work with others.</p> <p>Teacher works in isolation and is not a team player</p>                                       |

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

## Core Professionalism Rubric

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

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



## **Appendix H Technology Director**



# Technology Coach Evaluation Rubric

Liberty-Perry School Corporation  
2018 - 2019

## Domain 1: Planning and Preparation

|   | HIGHLY EFFECTIVE (4)   | EFFECTIVE (3)  | IMPROVEMENT NECESSARY(2)  | INEFFECTIVE (1)  |
|---|--|--|---|--|
| 1. Demonstrates knowledge of current trends in specialty area and Professional Development.     | Instructional Coach has knowledge of specialty area and trend in professional development is wide and deep and is regarded as an expert by colleagues. | Instructional Coach demonstrates thorough knowledge of specialty area and trend in professional development                | Instructional Coach demonstrates basic familiarity with specialty area and trends in professional development.                          | Instructional Coach demonstrates little or no familiarity with specialty area and trends in professional development.                        |
| Critical Attributes (Professional Learning Standards)   | Engages others in developing knowledge, content, and skills related to research, theories, and models of adult learning.                               | Encourages others in developing knowledge, content and skills related to research, theories, and models of adult learning. | Studies/reads research, theories, and models of adult learning  | Fails to add to own or others' knowledge base about learning theories, research, and models.   |
| 2. Instructional Coach is deeply familiar with the districts program.                           | Instructional Coach is deeply familiar with the district's program and works to shape its future direction.  | Instructional Coach demonstrates thorough knowledge of the district's program and works to shape its future direction.     | Instructional Coach demonstrates basic knowledge of the district's program and works to shape its future direction.                     | Instructional Coach demonstrates little or no knowledge of the district's program and works to shape its future direction.                   |
| Critical Attributes (Professional Learning Standards)   | Develops extensive knowledge of school and district goals and strategies and is shared with others.  | Develops knowledge of school and district goals and strategies.  | Is aware of school and district goals and strategies.   | Has little or no knowledge of school and district goals and strategies.  |
| 3. Establishing goals for the instructional support program appropriate to the teachers served. | The goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed           | The goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.    | The goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff. | There are no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff. |

|  |   |  |  |
|--|---|--|--|
|  | based on qualitative and quantitative data.   |  |  |
| Critical Attributes<br>(Professional Learning Standards)                                 | Guides with leadership the implementation of the district School Improvement Plans to achieve high-priority student and educator learning goals.  | Supports the implementation of the district School Improvement Plans to achieve high priority student and educator learning goals.                 | Suggests the district School Improvement Plans to student and educator learning goals.   |
| 4. Demonstrates knowledge of resources both within and beyond the district               | Instructional Coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the program.   | Instructional Coach is aware of resources available in the district and in the larger professional community for teachers to advance their skills. | Instructional Coach demonstrates basic knowledge of resources available in the district for teachers to advance their skills                         |
| Critical Attributes<br>(Professional Learning Standards)                                 | Seeks and uses, with colleagues and principal, external and internal resources for professional learning to enhance existing resources to achieve student learning goals.   | Supports external and internal resources for professional learning to enhance existing resources to achieve student learning goals.                | Is aware of external and internal resources for professional learning to enhance existing resources to achieve student learning goals                |
| 5. Plans the instructional support program integrated with the overall district program. | Instructional Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed based on data collected from teachers and administrators. | Instructional Coach's plan is well designed to support teachers in the improvement of their instructional skills.                                  | Instructional Coach's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals. |
| Critical Attributes<br>(Professional Learning Standards)                                 | Takes an active role in planning, implementing, and monitoring team and school-wide professional learning based on district priorities.   | Participates in planning, implementing, and monitoring team and school-wide professional learning based on district priorities.                    | Supports implementing, and monitoring team and schoolwide professional learning based on district priorities.  |
|  |   |  | Minimal support in planning, implementing, and monitoring team and school-wide professional learning.  |

## Domain 2: The Environment

|  | <b>HIGHLY EFFECTIVE (4)</b>   | <b>EFFECTIVE (3)</b>  | <b>IMPROVEMENT NECESSARY(2)</b>  | <b>INEFFECTIVE (1)</b>   |
|--|---|---|--|--|
| 1. Creates an environment of trust and respect and a culture of ongoing instructional improvement. | Relationships with the Instructional Coach are highly respectful and trusting, with many contacts initiated by teachers.        | Relationships with the Instructional Coach are respectful with some contacts initiated by teachers.               | Relationships with the Instructional Coach are cordial; teachers don't resist initiatives established by the lead teacher. | Teachers are reluctant to request assistance from the lead teacher, fearing that such a request will be treated as a sign of deficiency. |
| Critical Attributes (Professional Learning Standards)  | Engages colleagues in conversations about the impact of individual and collective professional learning on student achievement. | Meets with colleagues about the impact of individual and collective professional learning on student achievement. | Invites colleagues to participate in professional learning to address the needs of students outside individual classrooms. | Fails to engage colleagues in conversations about professional learning to address student learning needs.                               |

## Domain 3: Delivery and Service

|  | <b>HIGHLY EFFECTIVE (4)</b> | <b>EFFECTIVE (3)</b> | <b>IMPROVEMENT NECESSARY(2)</b> | <b>INEFFECTIVE (1)</b> |
|--|-----------------------------|----------------------|---------------------------------|------------------------|
|--|-----------------------------|----------------------|---------------------------------|------------------------|

|   |   |  |   |
|---|---|--|---|
| 1. Shares expertise with staff.   | The quality of the Instructional Coach's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The Instructional Coach conducts extensive follow up with teachers. | The quality of the Instructional Coach lessons and workshops are uniformly high and appropriate to the needs of the teachers being served. | The quality of the Instructional Coach lessons and workshops are mixed, with some of them being appropriate to the needs of the teachers being served. The Instructional Coach declines to collaborate with classroom teachers in the design of instructional lessons and units when specifically asked to do so. |
| Critical Attributes (Professional Learning Standards)                           | Promotes high-quality professional learning with staff, students, parents, and system leaders.  | Promotes high-quality professional learning with staff, students, and system leaders   | Promotes high-quality professional learning with staff and students   |
| 2. Locates resources for teachers to support instructional improvement.         | Instructional Coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.   | Instructional Coach locates resources for instructional improvement for teachers when asked to do so.                                      | Instructional Coach's efforts to locate resources for instructional improvement for teachers are partially successful; reflecting incomplete knowledge of what is available.  |
| Critical Attributes (Professional Learning Standards)                           | Collaborates with others to identify resources for professional learning that include staff, materials, technology, funding, and time.  | Identifies resources for professional learning that include staff, materials, technology, funding and time.                                | Describes the school's resources for professional learning.   |
| 3. Collaborates with teachers in the design of instructional units and lessons. | Instructional Coach initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources when needed.  | Instructional Coach initiates collaboration with classroom teachers in the design of instructional lessons and units.                      | Instructional Coach collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.   |
| Critical Attributes (Professional Learning Standards)                           | Tailors classroom support to align with teachers' needs and concerns.   | Employs multiple classroom supports to align with teachers' needs and concerns.  | Upon teachers request employs multiple types of support to address needs and concerns.  |
|   |   |  | Provides limited supports to address each individual staff  |

|   |  |   |   |
|---|--|---|---|
|   |  |   | each individual staff member's areas of need related to implementation.   |
| 4. Engages teachers in learning new instructional skills. | Instructional Coach's efforts to engage teachers in professional learning are successful. And many teachers who attend workshops are highly engaged and take initiative in suggesting new areas of growth.                                 | Instructional Coach's efforts to engage teachers in professional learning are partially successful with some teachers attending.  | Teachers decline opportunities to engage in professional learning from this lead teacher.   |
| Critical Attributes (Professional Learning Standards)     | Cultivates and models the expectation that individuals and teams participate actively in coach/facilitated professional learning. Facilitates and co-facilitates collaborative interaction among team members during the learning process. | Models the expectation that individuals and teams participate actively in coach/facilitated professional learning. Recommends professional learning among team members. | Communicate an expectation that individuals and teams participate actively in coach/facilitated professional learning. Does not communicate expectations of collaborative interaction among team members during the learning process. |
| 5. Demonstrates responsiveness and flexibility            | Instructional Coach is continually seeking ways to improve the support program and makes changes as needed in response to input received from teachers and/or administrators.  | Instructional Coach makes revisions to the support program when it is needed.   | Fails to support colleagues' active engagement in professional learning. Does not communicate expectations of collaborative interaction among team members during the learning process.   |
| Critical Attributes (Professional Learning Standards)     | Adapts and/or employs multiple learning designs to align with learner needs and learning outcomes  | Employs learning designs to develop individual and team knowledge, skills and dispositions  | Instructional Coach adheres to his/her plan, in spite of evidence of its inadequacy.  |

#### Domain 4: Professional Responsibilities

|  | <b>HIGHLY EFFECTIVE (4)</b>  | <b>EFFECTIVE (3)</b>   | <b>IMPROVEMENT NECESSARY(2)</b>  | <b>INEFFECTIVE (1)</b>  |
|--|--|--|--|---|
| 1. Coordinates work with administration and other lead teachers.   | Instructional Coach takes leadership role in coordinating projects with director and other instructional leaders within or beyond the district.                    | Instructional Coach initiates efforts to collaborate with subject director and/or other lead teachers.   | Instructional Coach responds positively to the efforts of subject director and/or other lead teachers  | Instructional Coach makes no effort to collaborate with subject director and/or other lead teachers.                |
| Critical Attributes (Professional Learning Standards)              | Shares leadership for professional learning with others, including principal, and other learning facilitators.   | Shares leadership for professional learning with building leadership.  | Limited collaboration with leadership in professional learning.  | Defers decision-making authority in professional learning to others.  |
| 2. Shows Professionalism, including integrity and confidentiality. | Instructional Coach can be counted on to hold the highest standards of honesty and integrity and respects norms of confidentiality.                                | Instructional Coach displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.  | Instructional Coach is honest in interactions with colleagues and respects norms of confidentiality.   | Instructional Coach displays dishonesty in interactions with colleagues and violates norms of confidentiality.      |
| Critical Attributes (Professional Learning Standards)              | Establishes and maintains an expectation of confidentiality for individuals and teams participating in the coaching process.                                       | Creates an expectation of confidentiality for individuals and teams participating in the coaching process.   | Promotes an expectation of confidentiality for individuals and teams participating in the coaching process.  | Does not promote an expectation of confidentiality for individuals and teams participating in the coaching process. |
| 3. Reflects on Practice.   | Instructional Coach's reflection is highly accurate and perceptive, citing specific examples. Lead teacher draws on an extensive repertoire to suggest alternative | Instructional Coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Lead teacher makes some specific suggestions as to how | Instructional Coach's reflection on practice is moderately accurate and objective without citing specific example and with only global as to how it might be improved. | Instructional Coach's does not reflect on practice, or the reflections are inaccurate or self-serving.              |

|   |   |   |  |  |
|---|---|---|--|--|
|   | strategies, accompanied by a prediction of the likely consequences of each.   | the support program might be improved.  |  |  |
| Critical Attributes (Professional Learning Standards) | Reflects, with individuals and teams, on the effectiveness of a learning design to produce changes in classroom practice. Analyzes results with individuals and teams (e.g. changes in teacher knowledge, skills, and practice in student learning) to identify strengths and improvements in coaching. | Reflects on the effectiveness of a learning design to produce changes in classroom practice. Uses results (e.g. changes in teacher knowledge, skills, and practice and in student learning) to identify strengths and improvements in coaching. | Reflects on the effectiveness of a learning design. Uses limited information to identify strengths and improvements in coaching.                           | Does not reflect on the effectiveness of a learning design. Fails to use evaluation data to improve coaching.  |
| 4. Participates in a Professional Community.          | Instructional Coach makes substantial contribution to district events/projects and assumes a leadership role with colleagues.   | Instructional Coach participates actively in district events/projects and maintains positive and productive relationships with colleagues.  | Instructional Coach's relationships with colleagues are cordial and the lead teacher participates in district events/projects when specifically requested. | Instructional Coaches relationships with colleagues are negative or self-serving, and the lead teacher avoids being involved in district events/projects.    |
| Critical Attributes (Professional Learning Standards) | Contributes to the development of the social architecture of a collaborative culture for individuals, teams, schoolwide and district teams.   | Participates in the development of the social architecture of a collaborative culture for individuals, teams, schoolwide and district teams.  | Attends to the development of the social architecture of a collaborative culture for individuals, teams, schoolwide and/or district teams                  | Fails to attend to the development of a collaborative culture for individuals, teams, schoolwide and/or district teams.                                      |
| 5. Engages in Professional Development                | Instructional Coach actively pursues professional development opportunities/makes a substantial contribution to the profession through  | Instructional Coach seeks out opportunities for professional development based on an individual assessment of need.   | Instructional Coach participation in professional development activities is limited to those that are convenient or are required.                          | Instructional Coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. |

|   |   |  |  |  |
|---|---|--|--|--|
|   | such activities as participating in state or national conferences.  |  |  |  |
| Critical Attributes (Professional Learning Standards) | Engages actively and contributes to professional learning online and/or at the district, state and/or national level. | Engages actively in professional learning at the district level. | Limited engagement in professional learning. | Does not engage in professional learning |

**Domain 1: Professional Leadership and Management**

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

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

|   | timely fashion after priority work is accomplished. Director communicates their priorities to district leadership on a regular basis  | leadership  | leadership   |
|---|---|---|--|
| 1.1.5 Technical Skills and Development  | Technology director shows strong evidence for learning new and innovative technologies in response to assisting others in the learning environment  | Technology director shows some evidence for learning new technologies in response to assisting others in the learning environment   | Technology director shows little evidence for learning new technologies in response to assisting others in the learning environment  |
| 1.1.6 Technology Teamwork   | Director engages in a high level of professional development that addresses the state's expectations and beyond for the K-12 digital culture  | Director engages in professional development that addresses the state's expectations for the K-12 digital culture   | Director engages in little or some professional development that addresses the state's expectations for the K-12 digital culture   |
| 1.2.1 Communication with Stakeholders   | Technology director very effectively manages the technology staff with strong evidence of teamwork, appropriate delegation of workload, and a strong collaborative spirit among the department                        | Technology director effectively manages the technology staff with evidence of teamwork, appropriate delegation of workload, and a collaborative spirit among the department   | Technology director somewhat effectively manages the technology staff with some evidence of teamwork, appropriate delegation of workload, and a collaborative spirit among the department  |
| <b>1.2 Communication and Collaboration</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>  | <b>Improvement Necessary (2)</b>   |
| Technology director maintains open and highly effective communication with district administrators, building administrators, teachers, IT staff, students, and other stakeholders in a manner that leads to a high level of shared vision and planning. | Technology director maintains open and effective communication with district administrators, teachers, IT staff, students, and other stakeholders; communicates technology in a manner that can be understood by most | Technology director maintains open and effective communication with district administrators, building administrators, teachers, IT staff, students, and other stakeholders; occasionally communicates technology in a manner that can be understood by most | Technology director rarely or never maintains open and effective communication with district administrators, building administrators, teachers, IT staff, students, and other stakeholders; rarely or never communicates technology in a manner that can be understood by most |
| Technology director communicates technology in a manner that can be understood by almost everyone   |   |   |  |

|                                    |  |   |  |   |
|------------------------------------|--|---|--|---|
|                                    | digital learning for all students  |   |  |   |
| 2.1.2 Advocacy for Technology      | <p>The technology director extensively researches and advocates for the best technology and uses in the K-12 educational setting to enhance student achievement with regard to funding guidelines</p> <p>Advocacy includes a funding picture and infrastructure plans or recommendations for instructional programs to support digital-age education for all students</p>  | <p>The technology director sometimes researches and advocates for the best technology and uses in the K-12 educational setting to enhance student achievement</p> <p>Funding or a global perspective of the funding picture is not always considered or evident</p> | <p>The technology director rarely or never researches and advocates for the best technology and uses in the K-12 educational setting to enhance student achievement</p> <p>Advocacy is rarely or never inclusive of the funding considerations of the district</p> | <b>Ineffective (1)</b>  |
| <b>2.2 Content Knowledge</b>       | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>  | <b>Improvement Necessary (2)</b>   | <b>Ineffective (1)</b>  |
| 2.2.1 Student Technology Standards | <p>The technology director is well informed about student technology standards and expectations and very effectively communicates that information to district and building-level administrators</p>   | <p>The technology director is somewhat informed about student technology standards and expectations and sometimes communicates that information to district and building-level administrators</p>   | <p>The technology director is rarely or never informed about student technology standards and expectations and rarely or never communicates that information to district and building-level administrators</p>   | <p>The technology director is rarely or never assists district and building-level decision-makers in identifying, evaluating, and selecting appropriate digital tools and resources that support learning and student achievement</p> |
| 2.2.2 Digital Tools and Resources  | <p>The technology director assists district and building-level decision-makers in identifying, evaluating, and selecting highly effective digital tools and resources that support learning and student achievement with regard to best practices for teaching and learning</p> <p>Director's recommendations for digital tools and resources are compatible with the schools' infrastructure and budgetary provisions</p> | <p>The technology director assists district and building-level decision-makers in identifying, evaluating, and selecting appropriate digital tools and resources that support learning and student achievement</p>  | <p>The technology director rarely or never assists district and building-level decision-makers in identifying, evaluating, and selecting appropriate digital tools and resources that support learning and student achievement</p>                                 | <p>Director's recommendations for digital tools and resources are rarely or never compatible with the schools' infrastructure and budgetary provisions</p>  |

| Domain 2: Visionary Leadership, Content Knowledge, and Professional Development  |  |  |   |   |
|--|--|--|---|---|
| The technology director's visionary leadership, support for a digital learning environment, and technology planning to promote excellence in K-12 education is a key component for the 21 <sup>st</sup> Century learning platform. |  |  |   |   |
| Skills   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
| 2.1 Vision and Leadership  | <p><b>2.1.1 Strategic Planning</b></p> <p>Technology director leads in the design, development, implementation, and evaluation of the district technology plan with evidence of forward thinking and long-range goals</p> <p>There is strong evidence of stakeholder input, including district-level collaboration, before the plan is finalized and implemented</p> <p>The district plan reflects a robust, comprehensive K-12 use of technology as well as innovations and/or changes that support</p> | <p>Technology director leads in the design, development, implementation, and evaluation of the district technology plan from a global perspective for the future</p> <p>There is evidence of stakeholder input, including district-level collaboration, before the plan is finalized and implemented</p> <p>The district plan reflects a comprehensive K-12 use of technology for digital learning</p> | <p>Technology director leads in the design, development, implementation, and evaluation of the district technology plan</p> <p>There is some evidence of stakeholder input, including district-level collaboration, before the plan is finalized and implemented</p> <p>The district plan somewhat reflects a comprehensive K-12 use of technology for digital learning</p> | <p>Technology director rarely or never leads in the design, development, implementation, and evaluation of the district technology plan</p> <p>There is little or no evidence of stakeholder input, including district-level collaboration, before the plan is finalized and implemented</p> <p>The district plan has little or no evidence of comprehensive K-12 use of technology for digital learning</p>  |
| Decision-Makers  | <p>Technology director reports to the district office and/or appropriate administrators about any issues regarding collecting, analyzing, or maintaining data, readiness or completion of digital assessments, and state reports</p> <p>Director promotes very effective solutions to promote a high level of accuracy and efficiency</p> <p>Director collaborates to determine shared goals and direction before large-scale projects that demonstrate shared decision-making</p>                       | <p>Technology director communicates effective solutions to promote accuracy and efficiency</p> <p>Director collaborates to determine direction and goals before large-scale projects</p>   | <p>Director somewhat communicates effective solutions to promote accuracy and efficiency</p> <p>Director sometimes collaborates to determine direction and goals before large-scale projects</p>  | <p>Technology director occasionally reports to the district office and/or appropriate administration about any issues regarding collecting, analyzing, or maintaining data, readiness or completion of digital assessments, and state reports</p> <p>Director rarely or never communicates effective solutions to promote accuracy and efficiency</p> <p>Director rarely or never collaborates to determine direction and goals before large-scale projects</p> |

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

| 3.1 Professional Development, Digital Citizenship, and Digital Resources | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|--|---|---|---|---|
| 3.1.1 Professional Development   | Technology director very effectively collaborates with a large group of stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is extremely organized and results in a high level of learning for most or all | Technology director collaborates with stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is well planned and purposeful | Technology director sometimes collaborates with stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is not always purposeful or well-planned | Technology director rarely or never collaborates with stakeholders to determine professional development needs with regard to implementing instructional technology and student technology in the K-12 setting; professional development is not well planned and does not result in teacher and/or student learning on most occasions |
| 3.1.2 Digital Resources  | Technology director extensively researches and recommends research-based digital resources for teacher and student use and recommends an overall use of the   | Technology director recommends research-based digital resources for teacher and student use   | Technology director sometimes recommends research-based digital resources for teacher and student use or the recommended tools are rarely research-based or   | Technology director never recommends research-based digital resources for teacher and student use or the recommended tools are not researched for their   |

| <b>2.3 Assessments and Reporting</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Improvement Necessary (2)</b>  | <b>Ineffective (1)</b>   |
|---|---|--|---|--|
| <b>2.3.1 District and Building-Level Assessments</b>                          | Technology director demonstrates a high level of understanding of assessment tasks for the district and buildings   | Technology director demonstrates an understanding of assessment tasks for the district and buildings   | Technology director somewhat demonstrates an understanding of assessment tasks for the district and buildings   | Technology director seldom or never fully demonstrates an understanding of assessment tasks for the district and buildings   |
| <b>2.3.2 State Reports and Other District and Building-Level Data Reports</b> | Director maintains an efficient schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district   | Director maintains an appropriate schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district                          | Director maintains a schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district  | Director maintains rarely or never maintains a schedule to complete any associated tasks that are required for completing student assessment which is required by the state and any others implemented by the district                         |
| <b>2.3.3 Technology for Assessment</b>  | Technology director ensures the technology department maintains a comprehensive and highly efficient schedule of assessment deadlines, tasks, and assignment of duties in order to complete mandatory and non-mandatory assessments within the district in a most efficient manner with seldom or no challenges to the schedule or expectations | Technology director ensures the technology department maintains a comprehensive schedule of assessment deadlines, tasks, and assignment of duties in order to complete mandatory and non-mandatory assessments within the district | Technology director mostly ensures the technology department maintains a comprehensive schedule of assessment deadlines, tasks, and assignment of duties in order to complete mandatory and non-mandatory assessments within the district | Technology director and the technology department rarely or never maintains a comprehensive schedule of assessment deadlines, tasks, and assignment of duties in order to complete mandatory and non-mandatory assessments within the district |
|   | Deadlines are sometimes missed or occasionally there is confusion or resistance to completing tasks and duties  | Deadlines are sometimes missed and there are challenges and/or resistance for completing tasks and duties  | Deadlines are missed routinely and there are challenges and/or resistance for completing tasks and duties   | Deadlines are missed frequently and there are challenges and/or resistance for completing tasks and duties   |
|   | Technology director ensures that district tools are ready and accessible to students for mandatory and non-mandatory assessment   | Technology director ensures that district tools are ready and accessible to students for mandatory and non-mandatory assessment  | Technology director sometimes ensures that district tools are ready and accessible to students for mandatory and non-mandatory assessment.  | Technology director rarely or never ensures that district tools are ready and accessible to students for mandatory and non-mandatory assessment.   |
|   | Director makes timely, creative, and efficient recommendations to the decision-makers regarding necessary equipment and/or upgrades needed to complete assessment with fidelity within 6 months or longer before the due date of the assessment(s), if known.   | Director makes timely recommendations to the decision-makers regarding necessary equipment and/or upgrades needed to complete assessment with fidelity within 3-6 months of the due date of the assessment(s), if known.           | Director sometimes makes timely recommendations to the decision-makers regarding necessary equipment and/or upgrades needed to complete assessment with fidelity, but the recommendations are not timely even if known ahead of schedule  | Director rarely or never makes timely recommendations to the decision-makers regarding necessary equipment and/or upgrades needed, if known, to complete assessment with fidelity until it is too late to correct or upgrade.                  |

|                               | tools in the K-12 setting   | effective  | effectiveness   |
|-------------------------------|---|--|---|
| 3.1.3 Digital Citizenship     | <p>Technology director effectively collaborates and plans with administration for establishing best practices and safe usage of digital tools and the internet with a high degree of planning for safety</p> <p>Director trains stakeholders about the safe, legal, and ethical use of digital information and resources annually and posts the plan on the corporation website</p>   | <p>Technology director collaborates and plans with administration for establishing best practices and safe usage of digital tools and the internet</p> <p>Director trains stakeholders about the safe, legal, and ethical use of digital information and resources</p>   | <p>Technology director sometimes collaborates and plans with administration for establishing best practices and safe usage of digital tools and the internet</p> <p>Director does not always train stakeholders about the safe, legal, and ethical use of digital information and resources on an annual basis.</p> |
| 3.1.4 Social Media            | <p>Technology director establishes and supports a user friendly and highly explicit structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration</p>   | <p>Technology director establishes and supports a structure of ethical use for social media tools that enhances K-12 learning while including responses for violations based on the collaboration with the administration</p>  | <p>Technology director establishes and supports a structure of ethical use for social media tools that enhances K-12 learning while including responses for violations</p>  |
| 3.1.5 Policies and Agreements | <p>Technology director collaborates with district leadership with regard to policies and procedures for the best practices for safe and legal use of technology and the internet</p> <p>Technology director efficiently and routinely collaborates with decision-makers regarding appropriate user agreements for technology that preserve the integrity of technology use while addressing potential violations for the appropriate use of the tools</p> | <p>Technology director collaborates with district leadership with regard to policies and procedures for the safe and legal use of technology and the internet</p> <p>Technology director collaborates with decision-makers regarding appropriate user agreements for technology that preserve the integrity of technology use while addressing potential violations for the appropriate use of the tools</p> | <p>Technology director rarely or never collaborates with district leadership with regard to policies and procedures for the safe and legal use of technology and the internet</p>   |
| 3.1.6 Corporation Web Page    | <p>The technology director facilitates and updates the corporation web page monthly or more often with current information</p> <p>Director efficiently and routinely communicates and supports</p>  | <p>The technology director facilitates and updates the corporation web page with current information every grading period</p> <p>Director communicates and supports building-level staff with</p>  | <p>The technology director facilitates but never updates the corporation web page with current information more than once a year or less</p> <p>Director rarely or never communicates and supports</p>  |

**Domain 4: Core Professionalism Rubric**

**The technology director's evaluation will incorporate the RISE Core Professional domain.**

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

| Competency                       | Score   | Notes   | Score |
|----------------------------------|---|---|-------|
| <b>1 Attendance</b>              | Individual demonstrates a pattern of unexcused absences *   | Individual has not demonstrated a pattern of unexcused absences*  |       |
| <b>2 On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)     | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |       |
| <b>3 Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)             |       |

|   |   |   |   |
|---|---|---|---|
| building-level staff with updating their web pages with current and appropriate information | updating their web pages with current and appropriate information | building-level staff with updating their web pages with current and appropriate information | building-level staff with updating their web pages with current and appropriate information |
|---|---|---|---|

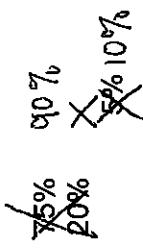
|   |                |  |
|---|----------------|--|
| 4 | <b>Respect</b> | <p>Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner</p> |
|---|----------------|--|

#### **Student Learning Objectives**

The technology director will be considered a Group 3 Teacher and establish two Student Learning Objectives with regard to technology, corporation-wide and/or targeted.

#### **Scoring**

Technology Director Rubric  
 Student Learning Objectives  
 School-Wide Learning (district)





**SSJCSS 2012-13 Rubric for Evaluating and  
Enhancing Professional Practice:**

**Designed Primarily for Special Education  
Administrators**



# SPECIAL EDUCATION ADMINISTRATOR EFFECTIVENESS RUBRIC

## 2012-13

| <b>DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION</b>      |   |  |  |  |
|---|---|--|--|--|
| Competencies  | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
| <b>1.01 Recruits, hires and retains quality employees</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed.</li> <li>Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary.</li> <li>Follows all hiring procedures appropriately.</li> <li>Finds replacements for open positions in a timely manner.</li> <li>Hires staff with appropriate licensing/credentials</li> <li>Communicates with HR Coordinator and shares accurate information with the candidate</li> <li>Provides appropriate follow-up after recommending employment</li> </ul> | <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Consistently uses a candidate's displayed level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions</li> <li>Demonstrates the ability to maintain and retain effective and highly effective personnel</li> <li>Aligns personnel decisions with the vision and mission of the co-op.</li> </ul> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| <b>Competencies</b>   | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>   | <b>Ineffective (1)</b>   |
|---|---|--|--|--|
| <b>1.02 Effectively carries out personnel evaluation procedures</b>                       | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process.</p>   | <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building.</li> <li>Uses evaluations to credibly differentiate the performance of personnel</li> <li>Follows processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>                         | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |
| <b>1.03 Provides meaningful Professional Development for co-op and district personnel</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Frequently creates learning opportunities in which highly effective Personnel support their peers.</p> <p>Monitors the impact of implemented learning opportunities on student achievement.</p> | <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Provides learning opportunities to personnel aligned to professional needs and the strategic plan.</li> <li>Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>Provides differentiated learning opportunities to Personnel based on evaluation results.</li> </ul> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| <b>Competencies</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|--|---|--|---|---|
| <b>1.04 Provides Leadership for Talent Development</b>   | <b>As well as meeting all of the effective elements, the special education administrator:</b><br><br>Encourages and supports personnel leadership and progression on career ladders.<br><br>Systematically provides opportunities for emerging leaders to distinguish themselves.<br><br>Recognizes and celebrating emerging leaders. | <b>The special education administrator:</b><br><br>Provides formal and informal opportunities to mentor emerging leaders.<br><br>Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities.<br><br>Provides appropriate recommendations for performance improvement for those rated ineffective or needs improvement. | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |
| <b>1.05 Delegates responsibilities to assist in the effective operation of the organization.</b> | <b>As well as meeting all of the effective elements, the special education administrator:</b><br><br>Encourages and supports staff members to seek out additional responsibilities.   | <b>The special education administrator:</b><br><br>Determines which tasks are appropriate for delegation and which are not<br><br>Seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness<br><br>Monitors the progress towards success of those to whom delegations have been made<br><br>Provides support to staff members as needed.   | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies                         | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)   | Ineffective (1)  |
|--------------------------------------|---|--|---|--|
| 1.06 Strategically assigns personnel | <p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>• Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision.</li> </ul> | <p>The special education administrator:</p> <ul style="list-style-type: none"> <li>• Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals, and maximizes achievement for all students.</li> </ul> | <p>The special education administrator meets most, but not all of the effective elements.</p> <ul style="list-style-type: none"> <li>• Strategically assigns support staff to Personnel and classes as necessary to support student achievement.</li> </ul> | <p>The special education administrator meets few or none of the effective elements.</p> <ul style="list-style-type: none"> <li>• Implements a system for accurately projecting caseloads for hiring and assignment purposes.</li> <li>• Always considers the best interest of the students, the co-op and local districts when making staff assignments.</li> <li>• Reacts promptly when assignment changes are needed.</li> </ul> |

| Competencies   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|--|---|---|--|--|
| 1.07 Addresses Personnel Who are in Need of Improvement or are Ineffective | As well as meeting all of the effective elements, the special education administrator:                | The special education administrator:  | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |
| 1.08 Conducts Personnel Observations as required by evaluation system      | Tracks remediation plans in order to inform future decisions about effectiveness of certain supports. | Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel. | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |

| Competencies                              | Highly Effective (4)  | Effective (3)   | Needs Improvement (2) | Ineffective (1) |
|---|---|---|-----------------------|-----------------|
| 1.09 Establishes Culture of Collaboration | <b>As well as meeting all of the effective elements, the special education administrator:</b> <ul style="list-style-type: none"> <li>Monitors collaborative efforts to ensure a constant focus on student learning.</li> <li>Tracks best collaborative practices to solve specific challenges.</li> <li>Holds collaborating teams accountable for their results.</li> </ul> | <b>The special education administrator:</b> <ul style="list-style-type: none"> <li>Establishes a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods.</li> <li>Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving.</li> <li>Aligns collaborative efforts to the school's vision/mission.</li> <li>Establishes and provides for ongoing collaboration across special education areas/corporations.</li> </ul> |                       |                 |

| <b>DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT</b>   |   |   |   |   |
|--|---|---|---|---|
| <b>Competencies</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>  | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
| 2.01 <b>Supports personnel in establishing student learning objectives (SLO)</b> | <p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Utilizes SLOs as the basis of developing program goals.</li> <li>Communicates the purpose and progress towards SLOs with community members, parents, and other stakeholders.</li> <li>Ensuring students are aware of and can communicate the academic expectations inherent in SLOs.</li> <li>Empowers personnel, and students to participate in the monitoring of progress towards SLOs.</li> <li>Revisits the use and design of personnel and school-wide tracking tools.</li> </ul> | <p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Collaborates with Personnel to identify skills to be assessed that are aligned with state standards.</li> <li>Collaborates with Personnel to develop/select assessments to evaluate overall student progress.</li> <li>Requires personnel to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account.</li> <li>Systematically works with personnel to monitor and revisit SLOs throughout year as necessary.</li> <li>Ensures personnel utilizes a tracking tool to show student progress towards SLOs.</li> </ul> | <p>The special education administrator meets most, but not all of the effective elements.</p> | <p>The special education administrator meets few or none of the effective elements.</p> |

| Competencies   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2) | Ineffective (1) |
|--|---|--|-----------------------|-----------------|
| 2.02 Ensures SLOs meet standards outlined in evaluation system | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Utilizes rigorous SLOs to define and lead a school's culture and sense of urgency.</li> <li>Establishes an on-going culture of looking at data and progress towards SLOs by involving all personnel in school meetings to talk about data and instructional practices.</li> </ul> | <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Ensures SLOs define desired measurable outcomes.</li> <li>Ensures assessments are appropriate for measuring progress on SLOs.</li> <li>Ensures outcomes are benchmarked to high expectations</li> <li>Ensures an analysis of previous year's student performance is included in the development of SLOs.</li> <li>Ensures SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul> |                       |                 |

| <b>Competencies</b> |   | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
|---------------------|---|---|--|---|---|
| <b>2.03</b>         | <b>Promotes effective use of Instructional Time</b> | <b>As well as meeting all of the effective elements, the special education administrator:</b><br><br>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.                   | <b>The special education administrator:</b><br><br>Removes all sources of distractions of instructional time.<br><br>Promotes the sanctity of instructional time.<br><br>Ensures every minute of instructional time is maximized in the service of student learning.<br><br>Develops and maintains efficient policies/procedures that keep personnel in front of students to the greatest extent possible. | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |
| <b>2.04</b>         | <b>Expects Academic Rigor</b>                       | <b>As well as meeting all of the effective elements, the special education administrator:</b><br><br>Creates systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. | <b>The special education administrator:</b><br><br>Creates ambitious academic goals and priorities that are accepted as fixed and immovable.<br><br>Supports rigor in learning for all students.   | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies                           | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|--|---|--|--|--|
| 2.05 Promotes comprehensive data usage | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Data used as basis of decision making is transparent and communicated to all stakeholders;</p> <p>Monitors the use of data in formulating action plans to identify areas where additional data is needed.</p> | <p><b>The special education administrator:</b></p> <p>Orchestrates frequent and timely team collaboration for data analysis.</p> <p>Develops and supports others in formulating action plans for immediate implementation that are based on data analysis.</p> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| <b>DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES</b>        |   |  |   |   |
|--|---|--|---|---|
| <b>Competencies</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Needs Improvement (2)</b>  | <b>Ineffective (1)</b>  |
| 3.01 Creates and supports the Mission and Vision of the organization | <p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Defines long, medium, and short-term application of the vision and/or mission.</p> <p>Monitoring and measuring progress toward the school's vision and/or mission;</p> <p>Frequently revisits and discussing the vision and/or mission to ensure appropriateness and rigor;</p> <p>Cultivates complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</p> | <p>The special education administrator:</p> <p>Assists in creating a vision and/or mission for the co-operative</p> <p>Defines specific instructional and behavioral actions linked to the co-op's vision and/or mission.</p> <p>Ensures all key decisions are aligned to the vision and/or mission of the co-op.</p> <p>Cultivates a commitment to and ownership of the co-op's vision and/or mission within the majority of the personnel and students</p> | <p>The special education administrator meets most, but not all of the effective elements.</p> | <p>The special education administrator meets few or none of the effective elements.</p> |

| Competencies  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)   | Ineffective (1)  |
|---|--|--|---|--|
| 3.02 Exhibits Professionalism                                   | As well as meeting all of the effective elements, the special education administrator: | <p><b>The special education administrator's:</b></p> <ul style="list-style-type: none"> <li>Models professional, ethical, and respectful behavior.</li> <li>Expects students and colleagues to display professional, ethical, and respectful behavior at all times.</li> <li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community.</li> <li>Creates mechanisms, systems, and/or incentives to motivate students (when appropriate) and colleagues to display professional, ethical, and respectful behavior at all times.</li> </ul> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> <ul style="list-style-type: none"> <li>Articulates and communicates appropriate behavior to all personnel.</li> <li>Upholds all of the policies and procedures of the assigned school and SSJCSS.</li> <li>Interpersonal conduct with subordinates, colleagues and supervisor is supportive, cordial, collaborative and respectful.</li> </ul> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |
| 3.03 Establishes procedures and expectation for Time Management | As well as meeting all of the effective elements, the special education administrator: | <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Establishes yearly, monthly, weekly, and daily priorities and objectives.</li> <li>Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Monitors use of time to identify areas that are not effectively utilized;</li> </ul>  | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> <ul style="list-style-type: none"> <li>Identifies and consistently prioritizes activities with the highest-leverage on student achievement.</li> <li>Uses time efficiently, focusing on priorities and objectives.</li> </ul>  | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| Competencies  | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|---|---|---|--|--|
| 3.04<br><b>Uses Feedback to Improve Student Performance</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve student performance.</p> <p>Identifies the most efficient means through which feedback can be generated.</p> <p>Establishes "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.</p> | <p><b>The special education administrator:</b></p> <p>Actively solicits feedback and help from colleagues and stakeholders</p> <p>Acts upon feedback to shape strategic priorities to be aligned to student achievement/progress</p>  | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |
| 3.05<br><b>Forges Consensus for Change and Improvement</b>  | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Guides others through change and addresses resistance to that change.</p> <p>Monitors the success of strategies and revises based on strengths and weaknesses.</p> <p>Creates cultural changes that reflect and support building a consensus for change.</p>  | <p><b>The special education administrator:</b></p> <p>Uses effective strategies to work toward a consensus for change and improvement;</p> <p>Systematically manages and monitors change processes;</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| Competencies                             | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--|--|---|---|---|
| 3.06 Exhibits Initiative and Persistence | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Exceeds typical expectations to accomplish ambitious goals.</p> <p>Regularly identifies, communicates, and addresses the school's most significant obstacles to student achievement.</p> <p>Engages 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.</p> | <p><b>The special education administrator:</b></p> <p>Consistently achieves expected goals.</p> <p>Takes on voluntary responsibilities that contribute to school success.</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 growth or achievement.</p> <p>Seeks out potential partnerships with groups and organizations with the intent of increasing student growth or achievement.</p> | <p>The special education administrator meets most, but not all of the effective elements.</p> | <p>The special education administrator meets few or none of the effective elements.</p> |

| Competencies  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|---|--|--|--|--|
| <b>3.07 Promotes a Culture of Urgency and High Expectations</b> | <p><b>As well as meeting all of the effective elements, the administrator:</b></p> <ul style="list-style-type: none"> <li>Celebrates progress while maintaining a focus on continued improvement.</li> <li>Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations.</li> <li>Creates systems and approaches to monitor the level of academic and behavior expectations.</li> </ul> | <p><b>The special education administrator's:</b></p> <ul style="list-style-type: none"> <li>Emphasizes the importance of high expectations for ALL students and the imminent need for increased student achievement.</li> <li>Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding.</li> <li>Leads a relentless pursuit of high expectations for both students and personnel.</li> <li>Empowers personnel and staff to set high and demanding academic and behavior expectations for every student.</li> <li>Encourages staff to grow professionally and utilize newly learned information.</li> <li>Ensures the use of practices with proven effectiveness.</li> <li>Sets clear expectations for instructional practices.</li> </ul> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| Competencies   | Highly Effective (4) | Effective (3) | Needs Improvement (2) | Ineffective (1) |
|--|----------------------|---------------|-----------------------|-----------------|
| <b>3.08 Communicates Professionally</b> <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>To the extent possible, messages key concepts in real time.</p> <p>Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate and identifying the most appropriate channel of communicating in specific situations.</p> <p><b>The special education administrator:</b></p> <p>Messages key concepts, such as the school's goals, needs, plans, success, and failures.</p> <p>Interacts with a variety of stakeholders, including students, families, community groups, central office, associations, etc.</p> <p>Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, emails, newsletters, websites, etc.</p> |                      |               |                       |                 |

| Competencies  | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|---|---|--|---|---|
| 3.09 Provides Special Education Information, Direction and Guidance for Compliance Purposes | <p>As well as meeting all of the effective elements, the administrator:</p> <ul style="list-style-type: none"> <li>Creates effective appeals to State when appropriate.</li> <li>Plans for and implements effective change when errors have been made.</li> <li>Successfully negotiates resolutions.</li> </ul> | <p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Remains current about mandates, procedures and responsibilities (including Continuous Improvement Monitoring).</li> <li>Provides accurate information on mandates, procedures and responsibilities to school leaders and other personnel.</li> <li>Recommends appropriate course of action on program and service issues.</li> <li>Provides quality staff to support local special education programs.</li> </ul> | <p>The special education administrator meets most, but not all of the effective elements.</p> | <p>The special education administrator meets few or none of the effective elements.</p> |

| Competencies  | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|---|---|--|--|--|
| 3.10 <b>The Executive Director Effectively Supports all Governing Board Functions</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Establishes and monitors effective strategic plan for the co-op.</li> <li>Develops and streamlines systems of communication to all co-op and district administrators and special education personnel.</li> <li>Takes the lead in establishing a comprehensive and coordinated professional development plan for co-op and district administrators and special education personnel.</li> </ul> | <p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Manages all personnel, policy and procedural matters and brings recommendations about these matters to the Governing Board.</li> <li>Efficiently and effectively manages changes to facility, transportation and other operational matters.</li> <li>Acts on behalf of the Governing Board in any matter not covered by Governing Board Policy.</li> </ul> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> <ul style="list-style-type: none"> <li>Establishes annual budget and maintains efficient procedures and effective controls over all financial matters.</li> </ul> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

**DOMAIN 4: CORE PROFESSIONALISM**

- These indicators illustrate the minimum competencies expected in any profession.

| Indicator                           | Meets Standard  | Does Not Meet Standard   | Each area that does not meet standard yields a .2 deduction from total score. |
|-------------------------------------|---|--|---|
|                                     |   |  |   |
| 1<br><b>Attendance</b>              | Special education administrator has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. | Special education administrator has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.                       |   |
| 2<br><b>On-Time Arrival</b>         | Special education administrator has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.                              | Special education administrator has demonstrated a pattern of unexcused late arrivals or early departures.   |   |
| 3<br><b>Policies and Procedures</b> | Special education administrator follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).    | Special education administrator has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). |   |
| 4<br><b>Respect</b>                 | Special education administrator interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.                      | Special education administrator has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.                |   |
| 5<br><b>Ethical</b>                 | Special education administrator performs the function of the job in an ethical manner and maintains confidentiality at all times.                                       | Special education administrator has demonstrated a pattern of performing the function of the job in an unethical manner and/or breaks confidentiality requirements.  |   |

## APPENDIX B

| Indicator  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|--|--|---|
| <b>1.0 Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.</b> |   |  |  |   |
| 1.1 <b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>  | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p> |
| 1.2 <b>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</b>   | <p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>                               | <p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>   | <p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>  | <p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>  |
| 1.3 <b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>   | <p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p>  | <p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>   | <p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>   | <p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>   |

Superintendent's Rubric :

Follows 6 Standards for District Level Educator's Standards

25 Indicators

- pg 21-



| <b>Indicator</b>  | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>   | <b>Improvement Necessary (2)</b>  | <b>Ineffective (1)</b>  |
|---|--|--|---|---|
| <b>1.4</b><br><b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>   | <p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>  | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p> | <p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>  | <p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>                                 |
| <b>1.5</b><br><b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b> | <p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p> | <p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>   | <p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p> | <p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p> |



| Indicator  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (0)  |
|--|---|---|---|--|
| <b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</b> |   |   |   |  |
| 2.1 <b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b>   | <p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>   | <p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>   | <p>The superintendent is unaware of or indifferent to the data.</p>  |
| 2.2 <b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>  | <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p> | <p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>  | <p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> | <p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |



| Indicator   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|---|--|--|--|---|
| 2.3 <b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b> | <p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p> | <p>The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.</p> | <p>The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.</p> | <p>The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.</p> |



| Indicator  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|--|---|---|---|--|
| <b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.</b> |   |   |   |  |
| 3.1 <b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>                      | The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.  | On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.  | Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.                              | The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| 3.2 <b>The superintendent organizes time and projects for effective leadership.</b>  | <p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>                                  |



| Indicator  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|--|--|---|--|--|
| <b>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.</b> |  |   |  |  |
| 4.1 <b>The superintendent demonstrates effective communication with parents and community.</b>   | <p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p> | <p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p> | <p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>   | <p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p> |
| 4.2 <b>The superintendent forges consensus for change and improvement throughout the school corporation.</b>   | <p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>  | <p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>   | <p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p> | <p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>   |



| Indicator |   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|-----------|---|---|---|--|---|
| 4.3       | <b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b>              | <p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p> | <p>The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p> |
| 4.4       | <b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b> | <p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>   | <p>The superintendent communicates with all school board members periodically.</p>  | <p>The superintendent communicates with selected school board members when needed.</p>   | <p>The superintendent has little communication with the school board outside of meetings.</p>   |
| 4.5       | <b>The superintendent encourages open communication and dialogue with school board members.</b>                                   | <p>The superintendent has created an environment where input feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>  | <p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>   | <p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>                    | <p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>  |
| 4.6       | <b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>      | <p>The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.</p>   | <p>The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.</p>   | <p>The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.</p>                              | <p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>   |



| Indicator   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|---|---|---|--|---|
| <b>5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.</b>          |   |   |  |   |
| 5.1 <b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b> | <p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> |
| 5.2 <b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>  | <p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>   | <p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's program.</p> <p>Approved goals are shared and available for the entire community.</p>  | <p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>   | <p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>   |



| Indicator   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|---|---|---|--|--|
| 5.3 <b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>                              | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.            | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs. | The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.                                     | The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.   |
| 5.4 <b>The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b> | The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home. | The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.                             | The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home. | The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home. |



| Indicator  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|---|--|---|
| <b>6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.</b> |   |   |  |   |
| 6.1 <b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b>           | <p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | <p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>   | <p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>   | <p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>                     |
| 6.2 <b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b>  | <p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>   | <p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p> | <p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p> | <p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p> |



| Indicator |   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|-----------|---|---|---|--|--|
| 6.3       | <b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p> |
| 6.4       | <b>The superintendent provides responsible fiscal stewardship.</b>  | <p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>  | <p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>  | <p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>  | <p>The superintendent has little proficiency in sound budgetary practices.</p>   |
| 6.5       | <b>The superintendent demonstrates compliance with legal requirements.</b>  | <p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>  | <p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>   | <p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>   | <p>The superintendent is unaware of the legal standards and board policy requirements.</p>   |



## Indiana Superintendent Evaluation Rubric Score Sheet

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

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

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

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

**3.0 Personal Behavior** – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

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

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

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

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

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

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

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

### Superintendents Goals/Objectives

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

