



## 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	Michigan City Area Schools
School Corporation Number	4925
Evaluation Plan Website Link	<a href="https://www.mcas.k12.in.us/cms/lib/IN01001792/Centricity/Domain/2277/MCAS%20EducatorEvaluationPlan-2122-2.pdf">https://www.mcas.k12.in.us/cms/lib/IN01001792/Centricity/Domain/2277/MCAS%20EducatorEvaluationPlan-2122-2.pdf</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 \_\_\_\_\_

## Instructions:

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

## Submission:

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

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1)	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	P. 2-3
	IC 20-28-11.5-4(f)(2)	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	P. 2-3, 4-8

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	P. 9,71, 79, 86, 98, 115
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	P. 4-5

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1	Description of ongoing evaluator training	P. 6-7
	IC 20-28-11.5-5(b)	Description of who will serve as evaluators	P. 6-7
	IC 20-28-11.5-8(a)(1)(D)	Process for determining evaluators	P. 6-7
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)	Description of who will serve as evaluators	P. 6-7
	IC 20-28-11.5-1(3)  511 IAC 10-6-3	Process for determining evaluators	P. 6-7
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b)  511 IAC 10-6-3	Description of ongoing evaluator training	P. 6-7

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 <b><i>all</i></b> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator	P. 9,71, 79, 86, 98, 115
		Other measures used for evaluations ( <i>e.g.</i> , surveys)	

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)	Process and timeline for delivering feedback on evaluations	P. 5
	511 IAC 10-6-5	Process for linking evaluation results with professional development	P. 5

### Designation in Rating Category

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(5)  511 IAC 10-6-4(c)	Summative scoring process that yields placement into each performance category  Weighting (broken down by percentage) of all evaluation components	P. 8  P. 8
A definition of negative impact for certificated staff  A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(3)	Definition of <b>negative impact</b> on student growth for all certificated staff  Description of the process for modifying a final summative rating for negative growth	P. 5-6  P. 5-6

### 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	P. 5
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe  Process for linking evaluation results with professional development	P. 5-6
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	P. 5-6
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	P.5

**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	P. 5-6
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	P. 5-6

# **Michigan City Area Schools**

## **Certified Staff Evaluation Plan**



# **Michigan City Area Schools**

Opportunity ★ Excellence ★ Pride

**Dr. Barbara Eason-Watkins**  
**Superintendent**

**2022-2023**

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## Indiana Teacher Evaluation: Public Law 90

In 2011, Public Law 90 created an evaluation system aimed at strengthening teacher and school leader performance and providing meaningful opportunities for professional growth. Key tenets of the teacher evaluation system include:

- **Annual Performance Evaluation:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

### Performance Level Ratings

Each teacher will receive a rating at the end of each school year in one of four performance levels:

**Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

**Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

**Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

**Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.



## Michigan City Area Schools School Board Policy

### 3220 - **STAFF EVALUATION**

The School Board shall adopt a plan for annual performance evaluations of each certificated employee, as defined in I.C. 20-28-11.5-0.5, employed by the School Corporation. This includes each certificated employee as defined in I.C. 20-29-2-4 and, in each school year, each teacher as defined in I.C. 20-18-2-22. This plan may be amended as needed, subject to any required discussion with the teachers or the teachers' representative if there is one.

The plan approved by the Board shall include the following components:

- A. performance evaluations for all certificated employees, as defined in I.C. 20-28-11.5-0.5, conducted at least annually;
- B. objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
  - 1. student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments only when such results would improve the particular certificated employee's performance rating;
  - 2. methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
  - 3. student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments;
- C. rigorous measures of effectiveness, including observations and other performance indicators;
- D. an annual designation of each certificated employee, as defined in I.C. 20-28-11.5-0.5, in one (1) of the following rating categories:
  - 1. highly effective
  - 2. effective
  - 3. improvement necessary
  - 4. ineffective
- E. an explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected;
- F. a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective;
- G. provide for a pre-evaluation planning session conducted by the Superintendent or equivalent authority for the Corporation with the principals in the Corporation;
- H. discussion of the evaluation between the evaluated employee and the evaluator.

In developing a performance evaluation model, the Corporation may consider the following:

- A. test scores of students (both formative and summative)
- B. classroom presentation observations
- C. observation of student
- D. knowledge of subject matter
- E. dedication and effectiveness of the teacher through time and effort on task
- F. contributions of teachers through group teacher interactivity in fulfilling the school improvement plan
- G. cooperation of the teacher with supervisors and peers
- H. extracurricular contributions of the teacher
- I. outside performance evaluations
- J. compliance with Corporation rules and procedures; and/or
- K. other items considered important by the Corporation in developing each student to the student's maximum intellectual potential and performance

The Corporation's annual performance evaluation plan shall be in writing and shall be explained to the Board in a public meeting before the evaluations are conducted. Prior to the plan being explained to the Board, the Superintendent shall discuss the plan with the teachers or the teachers' representative, if there is one. This discussion is not subject to the Open Door Law. The plan is not subject to bargaining; however, discussion of the plan shall be held.

The Principal of each school in the Corporation shall report in the aggregate the results of staff performance evaluations for the school for the previous year to the Superintendent and the Board at a public Board meeting held before August 15 of each year on the schedule determined by the Board. Before presentation to the Board, the Superintendent shall discuss the report of completed evaluations with the teachers or the teachers' representative, if there is one. This discussion is not subject to the Open Door Law. The report of completed evaluations is not subject to bargaining; however, discussion of the report shall be held.

The Corporation annually shall provide the Indiana Department of Education with the disaggregated results of staff performance evaluations for all schools in the Corporation before November 15 of each year.

## District Expectations and Practices

- Evaluators are expected to be coaches and support in the evaluation process. Evaluators will not tell teachers that they should not expect to be “highly effective”
- Pre Conferences are required unless both the evaluator and evaluated teacher agree that it is not needed.
- Post Observation results are due to the teacher within five days of the observation if the observation result is, needs improvement or ineffective. Observations must be made available in Perform for teachers to review. Post observation results must be visible to the teacher within 7 days of the observation and the post observation meeting (if requested by the teacher) should take place within 15 days of the observation.
- Teachers whose summative evaluations are ineffective or need improvement will be placed on an improvement plan.
- SLO's must be developed collaboratively between the evaluator and teacher. If either party believes an impasse has been reached, the matter will be referred to Associate Superintendent and MCEA Exclusive Representative if mediation is required.
- The SLO Deadline for the 22-23 school year will be Oct 31, 2022 for all teachers. Secondary elective teachers will be required to complete only 1 SLO per year. If a Secondary elective teacher chooses to complete SLO during the second semester, the SLO will be due January 31, 2023
- Teacher and evaluator can decide to have a 1 SLO or 2 SLO's. The teacher and evaluator may choose what type of SLO to develop, class or targeted. It is understood that SLO's can be reopened to respond to changes in classroom population.
- All teachers and evaluators are required to discuss the district expectations and the RISE rubric by Sep 30, 2022 . Ongoing support for the RISE rubric is expected for all teachers.
- Teachers with 1 or fewer years of experience within MCAS will be observed by Dec 2, 2022 (all new teachers will receive 2 formal observations)
- All formal observations for the 2022-23 school year will be finalized by April 28, 2023
- Summative Evaluations must be completed by the last teacher day, May 24, 2023 (Discussion with teacher staff must take place if the completion of summative evaluations will be delayed).

The expectations noted above and rubrics included in the plan apply to:

- Classroom teachers (includes content specific teachers, related arts teachers and special education)
- Counselors
- Instructional Coaches
- Social Workers
- Student Success Coaches
- Nurses

## Evaluation & Observation Timeline

- Share MCAS Evaluation Model (*adapted from Indiana RISE*) with Teachers.....Aug. – Sept.
- Administrators meet to develop an evaluation and observation schedule.....Aug. – Sept.
- Administrators conduct beginning-of-year (and summative) conferences...Aug. – Oct.
- Evaluators conduct (2) formal observations for teachers who have less than (2) years of services with MCAS ...Oct. – April.
- Evaluators conduct (1) formal observation of teachers who have (2) or more years of service with MCAS...Oct. – April
- Conduct end-of-year conferences for all.....April - May
- Complete TER ratings for all teachers.....April - May
- Complete summative evaluation conferences for all teachers.....May/June. *A copy of the completed evaluation, including any documentation related to the evaluation, must be available to the employee not later than seven (7) calendar days after the evaluation conference is conducted.*

## Professional Development Plan

Teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed by the end of the first grading period, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Although there are not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time.

A recommendation to the Board of Education to cancel a teacher contract based on final evaluation determinations may be made according to the following criteria, pursuant to IC 20-28-7.5-1:

- (2) consecutive Improvement Necessary or Ineffective Ratings

## Negative Impact on Student Learning

The definition of Negative Impact on Student Learning for teachers who do not have data from the Indiana Growth Model must address three key areas:

Academic Standards

Demonstration of Mastery

Significant number of Students

For purposes of the Michigan City Area School Corporation Evaluation System the data from teachers' Student Learning Objectives in those classes that have no Indiana Growth Model data will be used to identify Teachers having a Negative Impact on students.

**Questions:** Contact Rebecca Estes, Director of Leadership & Innovation, [restes@doe.in.gov](mailto:restes@doe.in.gov)

Normally, should a number of students equal to or less than 50% of the number of students called for in the Ineffective category fail to meet mastery, then the teacher will be deemed to have a Negative Impact on students. All staff members who fall into this category will have classroom and student population factors applied as the first consideration in regards to negative impact and overall "scoring" in this area; this includes considerations for home stability, environment where students are utilizing online resources, availability of online services, timeliness of pre- and post-assessments (iReady), etc.

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

## Evaluation Plan Discussion

The evaluation plan is in writing and was designed in collaboration between teachers representing the local bargaining unit and representatives of the administrative team. Prior to the implementation of the evaluation system, the plan will be explained in a meeting of the governing body in a public meeting. The superintendent or the superintendent's designee will serve on the team developing the evaluation plan.

## Evaluator Training

All evaluators were/will be trained by certified RISE trainers and will participate in the Indiana Department of Education evaluator training program. Training provided by our local service centers and trained district administrators will serve as the primary method of training.

## Evaluators

Evaluators shall be principals and other administrators with staff supervisory responsibilities and will utilize a modified version of RISE. The final summative rating is the responsibility of the building principal or assistant principal if applicable. All evaluators will receive training and support, either within the district, or through training provided by the local education service centers or designated district administrators.

## Michigan City Area Schools Evaluation Assignments

School	Evaluators
Coolspring Elementary	Principal
Edgewood Elementary	Principal
Joy Elementary	Principal, Assistant Principal
Knapp Elementary	Principal, Assistant Principal
Lake Hills Elementary	Principal, Assistant Principal
Marsh Elementary	Principal
Pine Elementary	Principal, Assistant Principal
Springfield Elementary	Principal
Barker Middle School	Principal, Assistant Principal
Krueger Middle School	Principal, Assistant Principal
Michigan City High School	Principal, Associate Principal, Assistant Principal
LaPorte County Career Center/Elston	Principal, Assistant Principal

## **RISE 3.0 Modifications For Rating Observations and Summative Evaluation**

### **For observations or Teacher Effectiveness Rating (TER)**

Domain 1, 10 percent

Domain 2, 75 percent

Domain 3, 15 percent

### **Summative Evaluation**

80 percent is the TER

15 percent SLO

5 Percent Professionalism

## Appendix A Rise 3.0





RISE



## Evaluation Model

Evaluator and Teacher Handbook Version 3.0

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## Indiana's State Model on Teacher Evaluation

### Background/Context

RISE was designed and revised to provide a quality system, aligned with current legislative requirements that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. RISE was developed over the course of a year by the Indiana Teacher Evaluation Cabinet, a diverse group of educators and administrators from around the state, more than half of whom have won awards for excellence in teaching. These individuals dedicated their time to develop a system that represents excellence in instruction and serves to guide teacher development. To make sure that their efforts represented the best thinking from around the state, their work was circulated widely to solicit feedback from educators throughout Indiana.

A meaningful teacher evaluation system should reflect a set of core convictions about good instruction. From the beginning, the Indiana Teacher Evaluation Cabinet sought to design a model evaluation system focused on good instruction and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. IDOE staff and the Indiana Teacher Evaluation Cabinet relied on three core beliefs about teacher evaluation during the design of RISE:

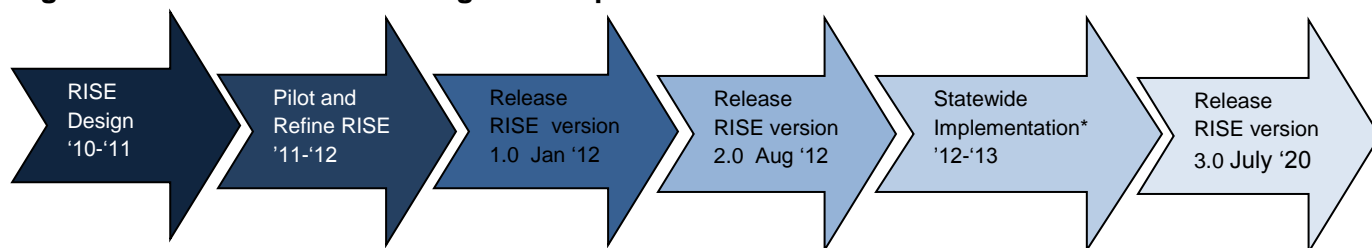
- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.
- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

## Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Legislature required statewide implementation of new or modified evaluation systems compliant with IC 20-28-11.5-4 by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot led to RISE 2.0, the refined model of the original system. House Enrolled Act (HEA) 1002 (2020) amended existing I.C. 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan. This legislative change led to the further refinement of the original system to create RISE 3.0.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by IDOE to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

**Figure 1: Timeline for RISE design and implementation**



\* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Indiana Code requirements. RISE is an option and resource for corporations, but is not mandatory.

## Performance Level Ratings

Each teacher will receive a rating at the end of each school year in one of four performance levels:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained

evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

## A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

## Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. While professional practice will be evaluated on the Indiana Teacher Effectiveness Rubric, corporations may also choose to incorporate additional components that fit local goals and context.

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Additional Components** – Current legislation allows for the following components to be used to inform teacher evaluations: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

## Component 1: Professional Practice

### Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.
2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.
3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

In reviewing the current research during the development of the teacher effectiveness rubric, the goal was not to create a teacher evaluation tool that would try to be all things to all people. Rather, the rubric focuses on evaluating teachers' primary responsibility: engaging students in rigorous academic content so that students learn and achieve. As such, the rubric focuses on evaluating the effectiveness of instruction, specifically through observable actions in the classroom.

## Indiana Teacher Effectiveness Rubric: Overview

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

### Figure 2: Domains 1-3 and Competencies

#### **Domain 1: Planning**

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

#### **Domain 2: Instruction**

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

#### **Domain 3: Leadership**

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

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

The Core Professionalism domain has four criteria:

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

## The Indiana Teacher Effectiveness Rubric

In Appendix C of this handbook, you will find the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.



## Observation of Teacher Practice: Questions and Answers for Teachers

*How will my proficiency on the Indiana Teacher Effectiveness Rubric be assessed?*

Your proficiency will be assessed by a primary evaluator, taking into account information collected throughout the year during extended observations, short observations, and conferences performed by both your primary evaluator as well as secondary evaluators.

*What is the role of the primary evaluator?*

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

*What is a secondary evaluator?*

A secondary evaluator may perform extended or short observations as well as work with teachers to set Student Learning Objectives. The data this person collects is passed on to the primary evaluator responsible for assigning a summative rating.

*Do all teachers need to have both a primary and secondary evaluator?*

No. It is possible, based on the capacity of a school or corporation, that a teacher would only have a primary evaluator. However, it is recommended that, if possible, more than one evaluator contribute to a teacher's evaluation. This provides multiple perspectives on a teacher's performance and is beneficial to both the evaluator and teacher.

*What is an extended observation?*

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

*Are there mandatory conferences that accompany an extended observation?*

- a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.
- b. Post-Conferences: Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.

*How many extended observations will I have in a year?*

All teachers must have a minimum of two extended observations per year – at least one per semester.

*Who is qualified to perform extended observations?*

Any trained primary or secondary evaluator may perform an extended observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the extended observations.

*What is a short observation?*

A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

*How many short observations will I have in a year?*

All teachers will have a minimum of three short observations – at least one per semester. However, many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.

*Who is qualified to perform short observations?*

Any primary evaluator or secondary evaluator may perform a short observation. The primary evaluator assigning the final, summative rating must perform a minimum of one of the short observations.

*Is there any additional support for struggling teachers?*

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

*Will my formal and informal observations be scored?*

Both extended and short observations are times for evaluators to collect information. There will be no summative rating assigned until all information is collected and analyzed at the end of the year. However, all evaluators are expected to provide specific and meaningful feedback on performance following all observations. For more information about scoring using the Teacher Effectiveness Rubric, please see the scoring section of this handbook.

*Domain 1: Planning and Domain 3: Leadership are difficult to assess through classroom observations. How will I be assessed in these Domains?*

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence

collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

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

*What is a professional development plan?*

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

*If I have a professional development plan, what is the process for setting goals and assessing my progress?*

Teachers needing a professional development plan work with an administrator to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals is formally discussed during the mid-year conference, at which point the evaluator and teacher discuss the teacher’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Teacher Effectiveness Rubric. Teachers with professional development plans are required to use license renewal credits for professional development activities.

*Is there extra support in this system for new teachers?*

Teachers in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These teachers will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these teachers receive the support they need. This helps to support growth and also to set clear expectations on the instructional culture of the building and school leadership.

### **Teacher Effectiveness Rubric: Scoring**

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

**Figure 3: Evidence vs. Judgment**

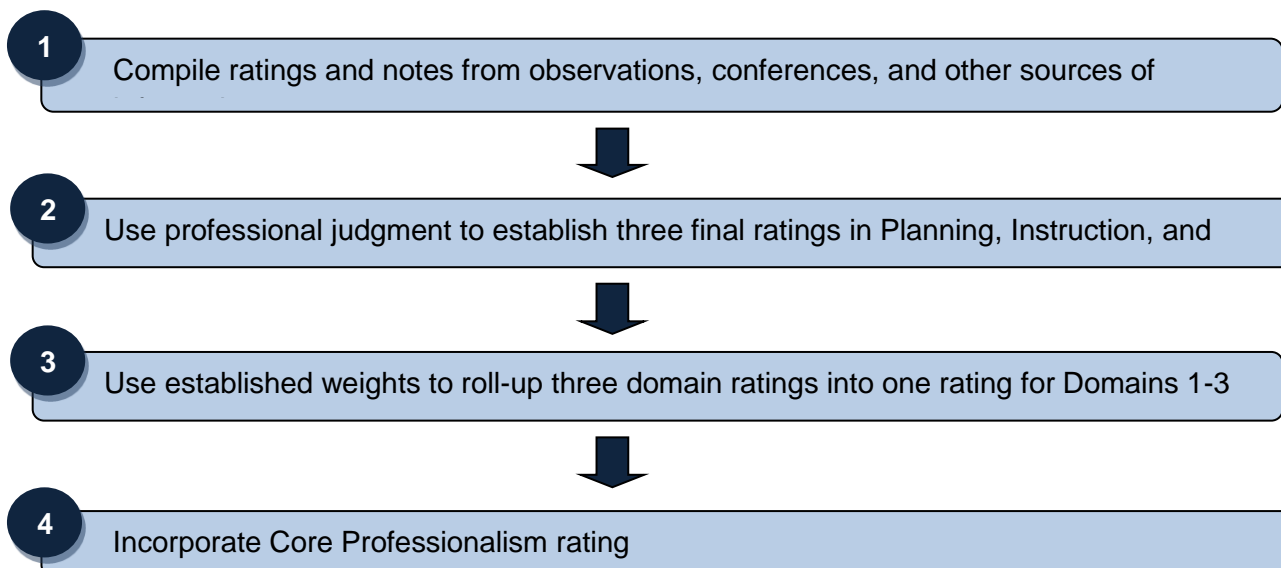
Evidence	Judgment
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on  (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	The teacher doesn't do a good job of making sure students understand concepts.
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees) "Why do you agree?"	The teacher asks students a lot of engaging questions and stimulates good classroom discussion.

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the teacher with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide teachers interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides teachers a good idea of their performance on competencies prior to the end-of-year conference. Below is an example of a portion of the evidence an evaluator documented, and how he/she mapped it to the appropriate indicators.

**Figure 4: Mapping Evidence to Indicators**

Evidence	Indicator
(9:32 am) Teacher asks: Does everyone understand? (3 Students nod yes, no response from others) Teacher says: Great, let's move on  (9:41 am) Teacher asks: How do we determine an element? (No student responds after 2 seconds) Teacher says: By protons, right?	<u>Competency 2.4: Check for Understanding</u> 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. (Ineffective)
Teacher to Student 1: "Tori, will you explain your work on this problem?" (Student explains work.) Teacher to Student 2: "Nick, do you agree or disagree with Tori's method?" (Student agrees.) "Why do you agree?"	<u>Competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work</u> Teacher frequently develops higher-level understanding through effective questioning. (Effective)

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this rating with teachers during the end-of-year conference. The final teacher effectiveness rating will be calculated by the evaluator in a four step process:



Each step is described in detail below.

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

At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, schools should consider having files for teachers containing evaluation information such as observation notes and conference forms, and when possible, maintain this information electronically.

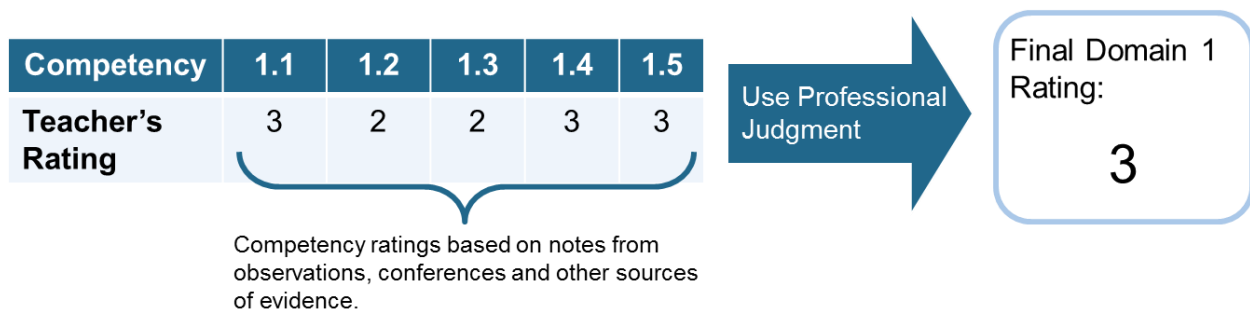
Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

## 2

## Use professional judgment to establish three, final ratings in Planning, Instruction, and Leadership

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

**Figure 5: Example of competency ratings for domain 1 and the final domain rating.**



At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (E)	2 (IN)	3 (E)

*Scoring Requirement:* Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

## 3

## Use established weights to roll-up three domain ratings into one rating for domains 1-3

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything

else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
<b>Domain 1: Planning</b>	3	10%	0.3
<b>Domain 2: Instruction</b>	2	75%	1.5
<b>Domain 3: Leadership</b>	3	15%	0.45
<b>Final Score</b>			<b>2.25</b>

The calculation here is as follows:

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

#### 4

### Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

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

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

*Scoring Requirement:* 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

The final Teacher Effectiveness Rubric score is then combined with the scores from any additional measured components in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

### **The Role of Professional Judgment**

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Teacher Effectiveness Rubric provides a comprehensive framework for observing teachers' instructional practice that helps evaluators synthesize what they see in the classroom, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a teacher a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which teachers' practice grew over the year, teachers' responses to feedback, how teachers adapted their practice to their current students, and the many other appropriate factors that cannot be directly accounted for in the Teacher Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Teacher Effectiveness Rubric and the specific context of a teacher's school and students.



## Component 2: Additional Components

### Additional Components: Overview

A fair, accurate, and comprehensive picture of a teacher's performance may require incorporating additional components that fit local goals and context. While the model plan does not dictate which components a corporation uses to inform summative evaluations; current legislation allows for the following to be considered: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

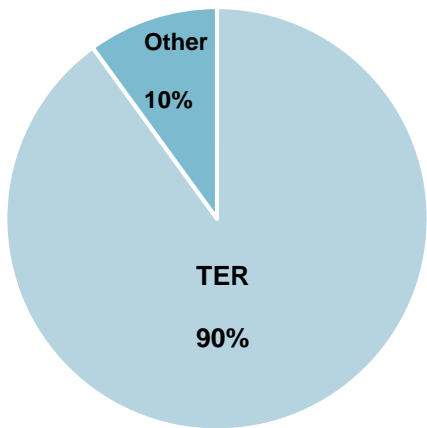
Scoring of additional components are combined with the Teacher Evaluation Rubric scores in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

# Summative Teacher Evaluation Scoring

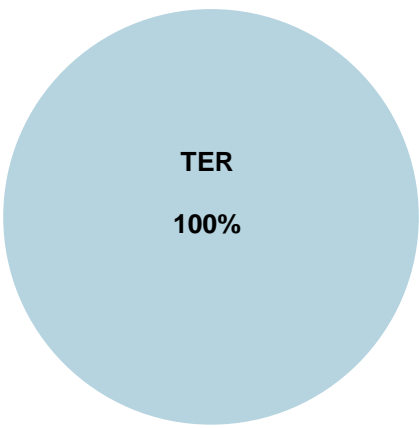
## Options for Weighting of Measures

The primary goal of providing multiple options for corporations to choose between is to allow for the measurement of additional components, in addition to professional practice, that fit local goals and context.

**Option 1: Weighting Measures for districts evaluating professional practice with additional components.**



**Option 2: Weighting Measures for districts evaluating professional practice without additional components.**



Compared across groups, the weighting looks as follows:

Component	Option 1	Option 2
Teacher Effectiveness Rubric	90%	100%
Other Components	10%	

Once the weights are applied appropriately, an evaluator will have a final decimal number. Below is an example from an Option 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 90%	= 2.34
Other Component	3	X 10%	= .30
Sum of the Weighted Scores			2.64

\* To get the final weighted score, simply sum the weighted scores from each component.

This final weighted score is then translated into a rating on the following scale.

2.85				
Ineffective	Improvement Necessary	Effective	Highly Effective	
1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

The score of 2.64 maps to a rating of “Effective.” Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B.

### Negative Impact Modifier:

511 IAC 10-6-4(c) defines Negative Impact on student learning as follows:

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

For any educator determined to negatively impact student growth as defined, the summative evaluation rating shall not be Effective or Highly Effective and shall be adjusted to a Needs Improvement or Ineffective rating.

## Glossary of RISE Terms

**Achievement:** Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

**Beginning-of-Year Conference:** A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the “Summative Conference” as well.

**Competency:** There are 19 competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

**Domain:** There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

**End-of-Year Conference:** A conference in the spring during which the teacher and primary evaluator discuss the teacher’s performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

**Extended Observation:** An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

**Indiana Teacher Effectiveness Rubric:** The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

**Indiana Teacher Evaluation Cabinet:** A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

**Indicator:** These are observable pieces of information for evaluators to look for during an observation. Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

**Mid-Year Conference:** An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

**Post-Conference:** A mandatory conference that takes place after an extended observation during which the evaluator provides feedback verbally and in writing to the teacher.

**Pre-Conference:** An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

**Primary Evaluator:** The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum of one extended and one short observation.

**Professional Development Goals:** These goals, identified through self-assessment and reviewing prior evaluation data, are the focus of the teacher's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

**Professional Development Plan:** The individualized plan for educator professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only teachers in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

**Professional Judgment:** A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

**Professional Practice:** Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

**Secondary Evaluator:** An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

**Short Observation:** An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

**Summative Conference:** A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

**Summative Rating:** The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

## Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines exactly as written are considered to be using the *RISE Evaluation and Development System*.

If a corporation chooses to make minor edits to the RISE system, the system must then be titled “(Corporation name) RISE,” and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
  - Minimum number of short and extended observations
  - Minimum length for short and extended observations
  - Minimum requirements around feedback and conferencing
  - Use of the Teacher Effectiveness Rubric with all domains and competencies
  - Scoring weights for all Professional Practice domains, including Core Professionalism
  - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Summative Scoring
  - Use of Option 1 or Option 2 Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of RISE, the corporation may no longer use the name “RISE Corporations can give any alternative title to their system, and may choose to note that the system has been “adapted from Indiana RISE.”

## **Appendix B – Optional Observation and Conferencing Forms**

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of teacher and student practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

### Optional Observation Mapping Form 1 – By Competency

**Note:** It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

SCHOOL: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE OF OBSERVATION: \_\_\_\_\_

START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

2.1 OBJECTIVE	
Evidence	Indicator
2.2 CONTENT	
Evidence	Indicator



2.3 ENGAGEMENT	
Evidence	Indicator
1.4 UNDERSTANDING	
Evidence	Indicator
2.5 MODIFY INSTRUCTION	
Evidence	Indicator

2.6 RIGOR	
Evidence	Indicator
2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	Indicator
2.8 CLASSROOM CULTURE	
Evidence	Indicator

2.9 HIGH EXPECTATIONS	
Evidence	Indicator

Overall Strengths:

Overall Areas for Improvement:

### Optional Pre-Observation Form - Teacher

**Note:** This form may be used in conjunction with a pre-conference, but can also be exchanged without a pre-conference prior to the observation.

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_  
DATE AND PERIOD OF SCHEDULED OBSERVATION: \_\_\_\_\_

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

- 1) What learning objectives or standards will you target during this class?
  
- 2) How will you know if students are mastering/have mastered the objective?
  
- 3) Is there anything you would like me to know about this class in particular?
  
- 4) Are there any skills or new practices you have been working on that I should look for?

Please attach the following items for review prior to your scheduled observation:

### Optional Post-Observation Form - Evaluators

**Instructions:** The primary post-observation document should simply be a copy of the observation notes taken in the classroom. This form is designed to summarize and supplement the notes.

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
 TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_  
 DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END  
 TIME: \_\_\_\_\_

Domain 2: Areas of Strength Observed in the Classroom (identify specific competencies):

Domain 2: Areas for Improvement Observed in the Classroom (identify specific competencies):

Domain 1: Analysis of information (including strengths and weaknesses) in Planning:

Domain 3: Analysis of information (including strengths and weaknesses) in Leadership:

Action Steps for Teacher Areas of Improvement:

*This section should be written by the teacher and evaluator during the post-conference.*

## Optional Post-Observation Form – Teacher

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
TEACHER: \_\_\_\_\_ GRADE/SUBJECT: \_\_\_\_\_  
DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END  
TIME: \_\_\_\_\_

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

- 1) How do you think the lesson went? What went well and what didn't go so well?
  
  
  
  
  
  
  
  
  
  
- 2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?
  
  
  
  
  
  
  
  
  
  
- 3) If you were to teach this lesson again, what would you do differently?
  
  
  
  
  
  
  
  
  
  
- 4) Did the results of this lesson influence or change your planning for future lessons?

## Optional Mid-Year Professional Practice Check-In Form

SCHOOL: \_\_\_\_\_

SUMMATIVE EVALUATOR: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Note:** Mid-year check-in conferences are optional for any teacher without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Formal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Number of Informal Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A



2.4 Check for Understanding	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.5 Modify Instruction as Needed	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>

2.7 Maximize Instructional Time	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.8 Create Classroom Culture of Respect and Collaboration	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
2.9 Set High Expectations for Academic Success	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A
Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	Meets Standards      Does Not Meet Standards

## Optional Summative Rating Form

SCHOOL: \_\_\_\_\_

SUMMATIVE EVALUATOR: \_\_\_\_\_

TEACHER: \_\_\_\_\_

GRADE/SUBJECT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Note:** Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

### Teacher Effectiveness Rubric Scoring

Number of Formal Observations: \_\_\_\_\_

Number of Informal Observations: \_\_\_\_\_

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan	1.1: _____	
1.2 Set Ambitious and Measurable Achievement Goals	1.2: _____	
1.3 Develop Standards-Based Unit Plans and Assessments	1.3: _____	
1.4 Create Objective- Driven Lesson Plans and Assessments	1.4: _____	
1.5 Track Student Data and Analyze Progress	1.5: _____	
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.</b>

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
2.3 Engage Students in Academic Content	2.3: _____	
2.4 Check for Understanding	2.4: _____	
2.5 Modify Instruction as Needed	2.5: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.6: _____	
2.7 Maximize Instructional Time	2.7: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.8: _____	
2.9 Set High Expectations for Academic Success		
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.</b>

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____  3.4: _____	
3.4 Advocate for Student Success	3.5: _____	
3.5 Engage Families in Student Learning		
<b>Final Rating (Circle One)</b>		<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.</b>

### *Domains 1-3 Weighted Scores*

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	
Final Score for Domains 1-3:			

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Score for Domains 1-3

**Final Teacher Effectiveness Rubric Score, Domains 1-3: \_\_\_\_\_**

Domain 4: Professionalism	Final Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Final Rating (Circle One)	<div>Meets Standards</div> <div>Does Not Meet Standards</div>

### ***Final Teacher Effectiveness Rubric Score***

Directions: If the teacher “Meets Standards” above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher “Does Not Meet Standards”, deduct 1 point from the score calculated in the previous step.

**Final Teacher Effectiveness Rubric Score:** \_\_\_\_\_

### Final Summative Rating (Option 1)

Option 1		
Measure	Rating (1-4)	Weighted Rating
Teacher Effectiveness Rubric		
Other Components		

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

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

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

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

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Teacher Signature

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

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

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

### Evaluator Signature

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

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

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



### Final Summative Rating (Option 2)

Option 2		
Measure	Rating (1-4)	Weighted Rating
Teacher Effectiveness Rubric		

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Summative Score

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

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

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

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Teacher Signature

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

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

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

### Evaluator Signature

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

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

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

### Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

<b>Name:</b>			
<b>School:</b>			
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>		<b>Date Revised:</b>	
<i>Primary Evaluator Approval</i>	<i>X</i>	<i>Teacher Approval</i>	<i>X</i>

Professional Growth Goal #1							
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		

Professional Growth Goal #2							
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		

Professional Growth Goal #3							
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>	
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__		
		Data:	Data:	Data:	Data:		

## **Appendix C – Indiana Teacher Effectiveness Rubric**

On the following page, you will find the Indiana Teacher Effectiveness Rubric.

# RISE

Evaluation Model

Indiana Teacher  
Effectiveness Rubric 3.0

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials.

## 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	<b>Utilize Assessment Data to Plan</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<b>Teacher uses prior assessment data to formulate:</b> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<b>Teacher uses prior assessment data to formulate:</b> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, OR lesson plans, but not all of the above</li> </ul>	Teacher rarely or never uses prior assessment data when planning.
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Plans an <u>ambitious</u> annual student achievement goal</li> </ul>	<b>Teacher develops an annual student achievement goal that is:</b> <ul style="list-style-type: none"> <li>- Measurable;</li> <li>- Aligned to content standards; AND</li> <li>- Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	<b>Teacher develops an annual student achievement goal that is:</b> <ul style="list-style-type: none"> <li>- Measurable</li> </ul> <b>The goal may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Align to content standards; OR</li> <li>- Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	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	<b>Develop Standards-Based Unit Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</li> </ul>	<b>Based on achievement goals, teacher plans units by:</b> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> <li>- Creating assessments before each unit begins for backwards planning</li> <li>- Allocating an instructionally appropriate amount of time for each unit</li> </ul>	<b>Based on achievement goals, teacher plans units by:</b> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Create assessments before each unit begins for backwards planning</li> <li>- Allocate an instructionally appropriate amount of time for each unit</li> </ul>	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.



1.4	<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>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	<b>Track Student Data and Analyze Progress</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.2:</b>	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students	Teacher is effective at demonstrating and clearly communicating content knowledge to students	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
<b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher 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>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<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>- Explanations sometimes lack developmentally appropriate language</li> <li>- Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Teacher does not emphasize main ideas, and students are often confused about content</li> <li>- Teacher fails to use developmentally appropriate language</li> <li>- Teacher does not 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>	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
<b>Engage students in academic content</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<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>- 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>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 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>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 1/2 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> <li>- Students do not actively listen and are overtly disinterested in engaging.</li> </ul>

## Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn’t allow students to “opt-out” of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses 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>	<ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to “opt-out” of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate “pulse” of the class’s understanding</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>- Teacher frequently allows students to “opt-out” of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses 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 Nows, 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>  <b>Modify Instruction As Needed</b>	Teacher is highly effective at modifying instruction as needed	Teacher is effective at modifying instruction as needed	Teacher needs improvement at modifying instruction as needed	Teacher is ineffective at modifying instruction as needed
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  - Teacher anticipates student misunderstandings and preemptively addresses them  - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students  - Teacher responds to misunderstandings with effective scaffolding techniques  - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students  - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective  - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students  - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques  - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

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

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

Notes:

1. Examples of types of questions that can develop higher-level understanding:

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

2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given.

3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency

4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.7:</b>  <b>Maximize Instructional Time</b>	Teacher is highly effective at maximizing instructional time	Teacher is effective at maximizing instructional time	Teacher needs improvement at maximizing instructional time	Teacher is ineffective at maximizing instructional time
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<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>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</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>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</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>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</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>  <b>Create Classroom Culture of Respect and Collaboration</b>	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</li> <li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers</li> <li>- Students are given opportunities to collaborate and support each other in the learning process</li> <li>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>	<ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>- Teacher rarely or never praises positive behavior</li> <li>- Teacher rarely or never addresses negative behavior</li> </ul>

## Notes:

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

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

Note:

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

### 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	<b>Contribute to School Culture</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <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>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2	<b>Collaborate with Peers</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <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>	<b>Teacher will:</b> <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>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Participate in occasional opportunities to work with and learn from others</li> <li>- Ask for assistance when needed</li> </ul> <b>Teacher may <i>not</i>:</b> <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>	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3	<b>Seek Professional Skills and Knowledge</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others</li> <li>- Seek out opportunities to lead professional development sessions</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction, where applicable</li> <li>- Welcome constructive feedback to improve practices</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Actively pursue optional professional development opportunities</li> <li>- Seek out ways to implement new practices into instruction</li> <li>- Accept constructive feedback well</li> </ul>	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	<b>Advocate for Student Success</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all the students in the school</li> <li>- Make changes and take risks to ensure student success</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> <li>- Attempt to remedy obstacles around student achievement</li> <li>- Advocate for students' individualized needs</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Advocate for students' needs</li> </ul>	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	<b>Engage Families in Student Learning</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>- Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- 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>	<b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Respond to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul> <b>Teacher may <i>not</i>:</b> <ul style="list-style-type: none"> <li>- Proactively reach out to parents to engage them in student learning</li> </ul>	Teacher 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. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	<b>Attendance</b>	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
2	<b>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)
3	<b>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)
4	<b>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

## Appendix B Counselor

Professional School Counselor Effectiveness Rubric  
2012

I. Overview

II. Effectiveness Rubric

- a. Domain 1: Academic Achievement
- b. Domain 2: Student Assistance Services
- c. Domain 3: Career Development
- d. Domain 4: Professional Leadership

III. Summary and Rating

## Overview

### What is the purpose of the Professional School Counselor Rubric?

The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors:** The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors:** The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing effectiveness along four domains.

### Who developed the Professional School Counselor Effectiveness Rubric?

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

### What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

### How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

### How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

### What is the process to use the Professional School Counselor Effectiveness Rubric?

- For any given indicator, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

### How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support:** Administrators responsible for the evaluation of school counselors 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 school counselor effectiveness must be a priority for district administrators 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, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

Friendly Disclaimer:

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.



**DOMAIN 1: ACADEMIC ACHIEVEMENT** School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists <i>all</i> students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides <i>all</i> students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

**DOMAIN 3: CAREER DEVELOPMENT** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

**DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE** School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

## SUMMARY AND RATING

May be based on observations, school counselor reflections, classroom visits, and data.

### Overall Rating

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	

KEY	
61-80	Highly Effective
41-60	Effective
21-40	Improvement Necessary
0-20	Ineffective

Strengths

Specific Growth Areas

Additional documentation may be attached.

Employee Signature:

Date:

Administrator Signature:

Date:

\*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.

## Appendix C Instructional Coach

**Michigan City Area Schools**  
**Instructional Coach/Specialist Evaluation Rubric**  
03-20-13

**Domain A: Professional Relationships**

Competencies		Highly Effective (4) <i>At level 4 a coach fulfills most of the criteria at level 3 and additionally:</i>	Effective (3)	Improvement Necessary (2)	Ineffective (1)
A.1	<b>Builds Trust</b>	- Most to all staff seek assistance in improving their instructional skills by initiating coaching contacts.	-Establishes and displays clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. - Projects and maintains positive and productive relationships with colleagues. -Some staff seek assistance in improving instructional skills by initiating coaching contacts. - Resources, data, and feedback are given in a timely fashion. -Communicates effectively and appropriately with principal.	-Inconsistently establishes and displays clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. - Projects and maintains positive and productive relationships with select groups of staff and principal.	-Fails to establish and display clear norms of mutual respect for professional interaction, including honesty, integrity, and confidentiality. -Fails to maintain positive and productive relationships with colleagues and principal.
A.2	<b>Engages Others</b>	- Engages most staff in acquiring new instructional skills by designing and implementing differentiated staff learning opportunities.	-Initiates efforts to collaborate with staff and other instructional coaches within the district. - Promotes a culture of professional inquiry. - Participates actively in school and district initiatives.	-Collaborates with staff and other instructional coaches when required. -Does not encourage professional inquiry. -Participates in school and district initiatives when required.	-Does not regularly collaborate with others, support professional inquiry, or support district initiatives.

**Domain B: Effective Coaching Skills**

Competencies		Highly Effective (4) <i>At level 4 a coach fulfills most of the criteria at level 3 and additionally:</i>	Effective (3)	Improvement Necessary (2)	Ineffective (1)
B.1	<b>Routines and Procedures</b>	<ul style="list-style-type: none"> <li>-Establishes multiple, flexible procedures for accessing support.</li> <li>-Organizes and maintains resources and the environment to support the staff and programs in ways that maximizes usage.</li> </ul>	<ul style="list-style-type: none"> <li>-Has established a clear procedure for teachers to use in gaining access to support.</li> <li>- Organizes environment and resources to support the staff and programs.</li> </ul>	<ul style="list-style-type: none"> <li>-Procedures for accessing support are unclear or inconsistent.</li> <li>-Environment and resources are inconsistently organized.</li> </ul>	<ul style="list-style-type: none"> <li>-Has no procedures for accessing support.</li> <li>-Environment and resources are disorganized and not regularly utilized.</li> </ul>
B.2	<b>Knowledge and Resources</b>	<ul style="list-style-type: none"> <li>- Demonstrates thorough knowledge of area(s) and trends in professional development.</li> <li>- Has a full awareness of resources available in the larger professional community for teachers to advance their skills.</li> <li>-Instructional strategies and materials are innovative and/or from multiple, research-based sources.</li> <li>-Planning and delivery of high quality support is evident in teacher growth in area of focus.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates a thorough knowledge of the school's initiatives and goals.</li> <li>-Has a full awareness of research-based resources available in the school and district for teachers to advance their instructional skills and locates those resources when asked to do so.</li> <li>-Provide classroom focused supports including observation, co-planning, co-teaching, modeling lessons and other high quality supports that lead staff to implementing effective staff practices.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates an incomplete knowledge of school's initiatives and goals.</li> <li>-Has some knowledge of resources available and/or inconsistently provides those when asked to do so.</li> <li>-Lesson modeling, observations, and other support does not always engage teachers in areas of desired growth.</li> </ul>	<ul style="list-style-type: none"> <li>-Is often unaware of school's initiatives and goals or available resources.</li> <li>-Does not regularly follow through on providing resources when asked.</li> <li>-Models lessons, performs observations and other coaching support, but it is rarely focused on areas of desired growth.</li> </ul>
B.3	<b>Use of Coaching Strategies</b>	<ul style="list-style-type: none"> <li>-Allows for a balance of coaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>-Coaching strategies include planned observations,</li> </ul>	<ul style="list-style-type: none"> <li>-Coaching strategies do not always support goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Coaching strategies do not support teacher reflection or</li> </ul>



		<p>accurately chosen based on needs of staff and situations.</p> <p>-Conferencing strategies promote self-efficacy and problem solving within the teacher.</p> <p>-Teacher reflection is consistently utilized to plan future support.</p> <p>-Continual follow up for teacher (s) supports lasting change or implementation of new strategies and practices.</p>	<p>modeling, co-teaching, coordinating peer observations, and providing and/or supporting group presentations.</p> <p>- Utilizes appropriate conferencing strategies before and after classroom observations, modeling, and co-teaching and when assisting with planning.</p> <p>-Provides staff opportunities for formal or informal reflection to assess future support needed by the teacher.</p> <p>-Follows up with staff as needed to provide support of new /change in strategies or practices.</p>	<p>-Not all coaching strategies are evident or of high quality.</p> <p>-Conferencing is sometimes included in the coaching process.</p> <p>-Inconsistently uses reflection with teachers as a part of planning future support.</p> <p>-Follows up at times with teachers, and does not always provide appropriate support to promote teacher growth.</p>	<p>growth of a majority of staff.</p>
B.4	<b>Modeling</b>	<p>-Modeling process includes all three components of a preconference, model lesson, and a post conference.</p> <p>-Goal for teacher growth is evident in the plan for the lesson.</p>	<p>-Modeling process should include 2 of 3 components: preconference, model lesson, and post conference.</p> <p>-Preconference includes resources, procedure, and rationale for model lesson.</p> <p>-Post conference includes reflection on modeled lesson and next steps for teacher.</p>	<p>-Modeling process includes 1 of 3 components: preconference, model lesson, and post conference.</p> <p>-Resources, procedures, and rationale are not always provided</p>	<p>-Model lessons are not utilized as a coaching strategy or are ineffective at promoting teacher growth.</p>
B.5	<b>Co-planning and Co-teaching for Data Driven Instruction</b>	<p>-Uses a co-teaching model when appropriate to support implementation of strategies, initiatives, and staff growth.</p>	<p>-Collaborates with staff in the design of lessons or units.</p> <p>-Assists in assessment data interpretation to plan standards based instruction to improve student learning</p>	<p>-Assists in interpreting data but does not link it to instructional planning or student achievement goals.</p> <p>-Assists with assessments</p>	<p>-Does not effectively collaborate with staff or use student data to assist with planning.</p>

			outcomes.		
B.6	<b>Planned Observation and Data Collection</b>	-Uses coaching strategies and makes suggestions on improving instruction and student achievement based on data collected, student learning outcomes, and knowledge of goals for teacher growth.	-Feedback from observations, guides reflection and provides an accurate and objective description of practice, citing specific positive and negative characteristics. -Uses coaching strategies, including questioning, and makes specific suggestions as to how the instruction might be improved.	-Feedback from observations is always focused on suggestions and lacks objective description and or questioning strategies to promote teacher reflection and growth.	-Observation is performed however, data is not collected or shared and feedback and reflection with teachers is not evident.

**Domain C: The Coaching Program**

Competencies		Highly Effective (4) <i>At level 4 a coach fulfills most of the criteria at level 3 and additionally:</i>	Effective (3)	Improvement Necessary (2)	Ineffective (1)
C.1	<b>Planned Support</b>	<ul style="list-style-type: none"> <li>-Professional development plan models best practice instructional techniques.</li> <li>-Has high expectations for teacher growth to promote high student achievement.</li> <li>-Involves staff in the decision making process when planning professional development.</li> </ul>	<ul style="list-style-type: none"> <li>-Formally gathers data/information, including longitudinal data, and reflects on individual and group assessment of need to determine, facilitate and/or provide professional development opportunities.</li> <li>- Supports all of the following: corporation, school, grade and individual staff goals including Teacher Effectiveness Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>-Supports two of the following corporation, school, grade and individual staff goals.</li> <li>-Meetings have no/little structure and no focus.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not assess level of teachers or set goals when delivering building and corporation initiatives, grade level goals, or individual goals.</li> <li>-Does not support corporation, school, grade, and individual staff goals.</li> <li>-No structure or focus in place for planned meetings.</li> </ul>
C.2	<b>Assessment</b>	<ul style="list-style-type: none"> <li>-Communicates coaching goals and coaching self-evaluation data with other district instructional coaches.</li> </ul>	<ul style="list-style-type: none"> <li>-Self-evaluates the coaching program.</li> <li>-Makes revisions to the coaching practices goals as needs arise.</li> </ul>	<ul style="list-style-type: none"> <li>-Self-evaluates the coaching practices, but does not make revisions based on that evaluation or as needs arise.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not self-evaluate the coaching practices.</li> </ul>
C.3	<b>Documentation and Data</b>	<ul style="list-style-type: none"> <li>-Regularly analyzes and reflects on building level data, including longitudinal data, with staff.</li> </ul>	<ul style="list-style-type: none"> <li>-Creates and maintains, and analyzes data from assessments, interventions, meetings and/or programs.</li> <li>-Creates and maintains documentation of data from professional development, meetings and/or programs.</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistently creates, maintains and analyzes data from assessment and interventions.</li> <li>-Inconsistently maintains documentation of data.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not create, maintain, and analyze data from assessments and interventions.</li> <li>-Does not maintain documentation of data.</li> </ul>

**Domain D: Same as Domain 4 on teacher rubric with same weight as teacher rubric.**

**Domain D: Same as Domain 4 on teacher rubric with same weight as teacher rubric.**

## For Further Thought/Work

Documentation: What types of calendar or time documentation will be required? Format? What other artifacts would we possibly need?

What forms/possible formats do we need in coaching handbook (Ex: possible lesson plan format for modeling or coteaching)

SLOs for coaches? School wide data?

*-Would it be possible to create a district template/form for documentation of assessment data? (Cathy Bildhauser has a sample that she uses at Knapp.)*

*-Would it be possible to create a template for meeting notes, etc....?*

## Appendix D Nurse

### Indiana School Nurse Evaluation Domain Rubric

“School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning.” (NASN, 2010)

#### Domain 1 for School Nurses: Planning and Preparation

Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly Effective
1 a. Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students, age 3 to age 22. School nursing practice includes direct care, preventive health care, health education, health counseling and case management.	<p>Nurse rarely or minimally displays the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>Nurse rarely or minimally integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students.</p>	<p>Nurse sporadically demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>Nurse sporadically integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students.</p>	<p>Nurse effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care.</p> <p>Nurse effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services program for students. Facilitates connections with student services personnel and health care providers.</p>	<p>Nurse consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care.</p> <p>Nurse consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for the students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies.</p>

	<p>Nurse demonstrates little or no current knowledge of the epidemiology of injuries and emergencies in planning health care of students. There are no emergency care plans.</p>	<p>Nurse demonstrates partial knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal.</p>	<p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel.</p>	<p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Nurse is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students.</p>
	<p>Nurse demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program. Local health department collaboration is lacking.</p>	<p>Nurse displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program which includes an immunization program. There is minimal evidence of collaboration with local and state health departments.</p>	<p>Nurse effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel and local and state health departments is evident.</p>	<p>Nurse is consistent in seeking and applying current knowledge and information of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel, community members and local and state health departments is consistently demonstrated. (Is aware of reporting regulations concerning 20% absence rate).</p>
	<p>Nurse displays minimal or no current knowledge of the patho-physiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program.</p>	<p>Nurse sporadically integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program.</p>	<p>Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program.</p>	<p>Nurse actively seeks and effectively uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program that displays collaboration of health care providers and community/state resources.</p>

	Nurse has minimal or no current knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.	Nurse demonstrates limited knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.	Nurse consistently verifies knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.	Nurse is consistent in effectively and efficiently using evidence based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students and engaging students in their health care.
1b: Demonstrates knowledge of child and adolescent development related to learning, health literacy, health education and behavior during school health assessments, and required screenings with involvement of student, staff and parents.	Nurse has no or limited current knowledge of physical, mental, and psychosocial development of students, assessment of health status, instruction and education of students; lacks communication with student, parents, school staff and health care providers..	Nurse displays minimal knowledge of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students; displays minimal communication with student, parents, school staff and health care providers.	Nurse consistently practices accurately and effectively in current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff, and health care providers.	The nurse's practice is highly effective by using accurate and current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff and health care providers is consistently practiced. Actively seeks to increase knowledge of the population served through health literacy experiences for the student.
1 c. Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students.	Nurse develops limited goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan. Consistently fails to develop a formal assessment of the school health services program.	Nurse develops goals and objectives that are suitable for some students, but they are not aligned to the health and education needs of the students, nor do they include a formal assessment of the school health services program.	Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan. A formal assessment of the school health services program is developed and implemented.	Nurse consistently exhibits an effective practice that includes development of goals and objectives that creates a healing environment through alignment of health and education needs of students, vision and mission of the school, and the school improvement plan. Conducts a formal assessment to evaluate the school health services program which is communicated to the administration.



<p>1d: Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.</p>	<p>Nurse has little or no knowledge of resources that are available for the school population, exhibits limited knowledge of school governance, health and education laws and rules and school policies and procedures in planning for the health, safety and well being of students.</p>	<p>Nurse displays an awareness of regulations and resources for students available through the school district, but limited in knowledge of resources available in the community. Knowledge of school governance, state regulations, health and education laws, school policies and procedures are rarely evident in nursing practice.</p>	<p>Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues. Knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures is consistently evident in practice of nursing.</p>	<p>Nurse contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues. Knowledge of school governance, school policies, health and education rules and laws and community norms and culture is practiced daily The nurse serves on the coordinated school health advisory council, and monitors school policies for change.</p>
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## Domain 2 for School Nurses: The Environment

Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly effective
2a: Creates a safe, healthy and nurturing environment with disciplined respectful behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.	The interactions of the nurse with at least some students are negative and/or inappropriate in providing care or responding to needs of students.	The interactions of the nurse with students are a mix of positive and negative, with some students refusing to visit the nurse. Nurse is rarely known for respectful and individualized care of students.	The interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity, and the nurse modeling behaviors that provide an environment that is safe, healthy and promotes well being. Serves as a contributing member of the School Wellness / School Health Committee.	Students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care. Active membership in the School Wellness /School Health Committee is displayed. The nurse consistently models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well being.
2b: Follows health protocols and procedures for safe and effective health care that is evidenced based. Collaborates with local and state health departments, and other county and state government agencies.	Procedures for the nursing office are nonexistent or in disarray. Nurse refuses to learn new procedures necessary for safe and effective care of students. Nurse is unaware of evidence based practice, and does not know where to find the information. Required vision and hearing screenings are rarely scheduled to meet the accreditation requirements. There is no plan for substitute nursing services.	Procedures are available, but not consistently up-dated or followed. Nurse has used few resources to learn about evidence based practices, but refuses to change. Required vision and hearing screenings are scheduled without notification of students, parents or staff. There is a list of substitute nurses available, but no plan for routinely contacting them.	Procedures are readily available, consistently up-dated and reflect evidence based practice. Nurse readily accesses resources for evidence based practices. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Collaboration with health departments and other county and state agencies is evident in practice. The substitute nurses have been contacted and understand their role.	Procedures and protocols for the nursing office are seamless, anticipating unexpected situations. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Nurse is known for willingness to accept students and any procedures they might require, using evidence based practice that is consistently highly effective. Initiates collaborative relationships with local and state departments of health, and other government agencies. Consistently initiates collaboration with health departments and other county and state agencies. Substitute nurses are trained and have regularly scheduled contact with the lead nurse

<p>2c Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPAA/FERPA requirements and utilizes universal precautions</p>	<p>The health office is in disarray or not prepared for planned activities. Medications are not properly stored. No schedule of medications and treatments is readily accessible for nurse or substitute nurse. Nurse fails to ensure and maintain confidentiality of health status, information and records, and has limited or no knowledge of HIPAA/FERPA in protecting students and staff. Nurse does not adhere to practice of universal precautions.</p>	<p>Attempts to create a well-organized and safe physical environment are partially successful. Medications are stored properly but are difficult to find for each student. Poorly organized schedule of medications and treatments is accessible to nurse or substitute nurse. Nurse makes minimal efforts to ensure confidentiality of health status, health information and records of students and staff. Nurse inconsistently follows HIPAA/FERPA, and universal precautions when delivering services.</p>	<p>Health office is well organized and is appropriately effective for planned and emergency care and activities. Medications are properly stored and organized, and easily found for student administration. A daily schedule of medications and treatments is accessible to nurse and substitute nurse. Respect and confidentiality of student/staff health information and records is maintained. Nurse consistently follows universal precautions when delivering health services.</p>	<p>Health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. Medications are properly stored and well organized. A daily schedule of students' medications and treatments is well organized and readily accessible to nurse and substitute nurse. A high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's office. HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services.</p>
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Domain 3 for School Nurses: Delivery of Services				
Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly effective
3a: Establishes and maintains procedures for effective prevention, assessment, intervention and referrals; collects relevant health and education information to develop health services.	Nurse does not assess student needs or the assessments result in inaccurate or no action. Goals and objectives for school health services are lacking and do not support the organization and the delivery of safe and effective nursing practice.	Nurse assessments of students are perfunctory. Goals and objectives ignore mission and vision of school and needs of students for the delivery of effective school health services.	Nurse assesses individual students incorporating the mission and vision of school in the prevention, assessment, intervention and referral for the efficient and effective delivery of school health services.	Nurse conducts individualized detailed assessments of students incorporating the vision and mission of the school, in the prevention, intervention and referral for the delivery of consistently efficient and effective care. Evaluation of identified outcomes that contribute to maximum student health and school performance of students is included.
3b. Administers health care regimens for medication, treatment, anticipatory health counseling , emergencies and crisis intervention that assists instruction, learning and academic achievement	Medications are administered by nurse without regard or knowledge of the Nurse Practice Act, state laws and rules or school board policy. No plans for staff or substitute nurses are available. Program planning, management and evaluation is lacking. Is unaware of the emergency/safety plan for the buildings or the school improvement plan.	Medications are administered by nurse following school board policy and Nurse Practice Act. Signed release forms and student information from parents are not conveniently stored and records of medication administration are inconsistent. Information for substitute nurses is poorly organized. Program planning, management and evaluation are sporadic and not inclusive for emergency or crisis situations.	Medications are administered or delegated by nurse following school policy and Nurse Practice Act. Training for staff is planned, implemented, supervised and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are conveniently stored and available when needed. Information for substitute nurses is available and well organized. Program planning, management and evaluation results are regularly submitted to the administration.	Medications are administered or delegated by nurse following school board policy and Nurse Practice Act. Training for staff is planned, implemented, supervised, and recorded. Medication administration information is recorded in appropriate and well organized format, and signed release and parent permission forms are efficiently available. Information for substitute nurses is available and well organized. Students become independent in self management for timely appointments, or independently take medications and follow designated safe routines and procedures. Program planning, management and evaluation is expertly completed and reported.

3c: Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities	Nurse interactions with staff and students fail to promote wellness, health services delivery reflects lack of knowledge and understanding of health promotion and/or disease prevention.	Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are partially completed without organization or evaluation.	Nurse coordinates and intentional interacts with individual and group presentations which result in students and staff acquiring the knowledge, skills and attitudes that help them adopt a healthy lifestyle that promotes wellness, and prevents disease reflecting an effective nursing practice.	Nurse's coordination and intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. Data collection and evaluation methods are in place.
3d: Managing urgent and emergent health care needs within the school environment, and related activities	Nurse has no contingency plans for emergency situations, has not read the School Safety Plan and there is no plan for parent notification or staff training.	Nurse has plans for emergency situations for the most frequently occurring events, knows where School Safety Plan is located, but has not collaborated with community resources, administration or other staff.	Nurse plans, in collaboration with administration, Safety Specialist and other staff, for multiple situations that recognize community resources, includes training for students and staff on effective responses to emergencies.	Nurse plans in collaboration with administration, school safety specialist, staff and community have been practiced for many situations. Students, staff and parents know their responsibilities in case of emergencies.
3e Developing specialized (individualized) educational programs with health care plans and services for students with diverse medical and cultural needs, some of whom are identified meeting 504 requirements or special education, with IEP/IHP plans; works effectively with parents, health care providers, staff and community members.	Nurse declines to collaborate with parents, health care providers, and classroom teachers to develop specialized (individualized) educational and health care plans for students. These plans, which are lacking, are indicative of incomplete planning for safety and health care needs of students.	Nurse collaborates with parents, health care providers and classroom teachers in developing individualized educational, classroom programs/plans, and individualized health care plans when specifically asked. This lack of initiative and planning for the needs of students is unacceptable.	Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health plans for students with diverse health and educational needs. Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice.	Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health care plans for the classroom and related school activities. Nurse is continually seeking ways to improve nursing care and locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students.

Domain 4 Professional Responsibilities				
Component	Level of Performance			
	Ineffective	Improvement necessary	Effective	Highly effective
4a: Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing; health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse License from IDOE. Knows and understands the School Improvement Plans, school culture and community resources. CPR/AED certification is current.	Nurse does not maintain Professional Nurse License from IPLA. Nurse does not appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nurses and does not reflect and evaluate his/her own practice or the reflections are inaccurate or self-serving. Nurse does not maintain current CPR/AED certification.	Registered Nurse license is in good standing from IPLA Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and reflections and evaluations of his/her own practice is moderately accurate but objectivity is lacking. Nurse's suggestions for improvement are global, but lack an assessment. Maintains current CPR/AED certification, but does not actively seek involvement of other staff in maintaining a safe environment.	Registered nurse license from IPLA is in good standing and Indiana School Nurse Certification is in the planning stage by continuing to pursue professional development and education for school nursing practice. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and provides an accurate and objective description of his/her practice. Specific goals, objectives and evaluation of the school nurse practice are timely and complete. Specific suggestions regarding the improvement of school health services are identified with a detailed plan for change. Maintains current CPR/AED certification, and meets the standards of care for a safe environment.	Registered nurse license is in good standing from IPLA. Indiana School Nurse Certification is current and nurse continues to pursue professional development and education related to school nursing. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and reflections and evaluation of his/her nursing practice is highly accurate and perceptive, citing specific examples. Nurse expertly draws on an extensive repertoire, including the School Improvement Plan, to implement alternate strategies for care. Maintains current CPR/AED certification, trains and/or identifies certified staff, circulates first aid/emergency care information to staff, and maintains a safe nursing practice.
4b	Nurse does not keep up-to-date health information	Nurse usually keeps current information on all students in	Nurse is consistently proficient in recording information on all	Nurse consistently exceeds in keeping relevant and accurate

Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.	on all students in building(s). Information is in disarray and incomplete. Nurse's reports, records, and documentation are late or inaccurate. Student health plans do not exist or are in disarray. Immunization records, medication, treatment and health status documentation does not exist or is incomplete.	the building(s). Reports, records and documentation are sometimes accurate, but occasionally late and do not follow Record Retention Policy. Student health plans are incomplete or partially effective. Health information is limited and not efficiently recorded. Immunization records and medication and treatment documentation are adequate and follow state and district requirements.	students in the building(s). Reports, records, and documentation are accurate and submitted in a timely manner. Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements. Health status records are kept, and reviewed for safe, effective and confidential nursing	health information on all students in building(s). The health record is systematic and efficient with data used for program management, administrative reporting and school health program evaluation. Student health plans are fully effective and parents, staff and students participate in their development. Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements, and confidentiality is highly maintained
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<p>4c: Communicating with students, school staff, families and community members about school health.</p>	<p>Nurse provides no information to others regarding school health and nursing practice is not an integral part of the educational program. Nurse avoids parent contact, does not show respect for families, or have an established method for parent communication concerning their child's health needs.</p>	<p>Nurse provides limited information to others regarding the school health program as an integral part of the educational program. Nurse interacts and communicates respectfully with families about their child's health care needs, but has difficulty with confidentiality in obtaining and using health information in multiple situations.</p>	<p>Nurse consistently provides thorough and accurate information to others regarding the school health program and communicates respectfully with individual families regarding their child's health needs. Nurse is respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. School health services are recognized for their effectiveness.</p>	<p>Nurse is proactive in providing complete information to others regarding the school health program, frequently in the leadership role. Nurse utilizes a variety of communication techniques that includes a home visit with individual families regarding their child's health care needs. Nurse is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy; and the delivery of consistently effective school health services is evident.</p>
<p>4d: Actively participates in the professional community for professional growth, and in the performance of delivering safe and effective school health services.</p>	<p>Nurse's relationship with staff and peers is negative and self-serving. Nurse avoids involvement in building and district committees and events. Avoids educational meetings. Nurse does not engage in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills.</p>	<p>Nurse's relationship with staff and peers is cordial and nurse participates in required building and district events and committees only when requested. Nurse participates in professional development on a limited basis when required by the school, frequently only attending professional development related to health. There is no display of recognition of the connection between health and education.</p>	<p>Nurse is supportive and works in a cooperative effort with staff and peers. Nurse volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice that understands the connection between health and education. Nurse consistently seeks professional development opportunities in health and education, and attends local, state and national activities/meetings, developing resources, mentoring and contributing to the Learning Connection.</p>	<p>Nurse is supportive and cooperative with all staff working as a team. Nurse volunteers and participates in building and district events and committees and assumes a leadership role. Nurse understands both health and education priorities of the school, and participates in local, state and national professional organizations. Nurse actively pursues and attends professional development activities, makes a contribution by volunteering for committee work at local, state/national meetings and contributes to the development of other nurses by mentoring, workshops, webinars, and the Learning Connection.</p>



## Appendix E Social Worker

## **School Social Worker Effectiveness Rubric**

*“We have the power and the responsibility to close the achievement gap.”*

### **I. Overview**

### **II. Effectiveness Rubric**

- a. Domain 1: Planning
- b. Domain 2: School Social Work Services
- c. Domain 3: Leadership
- d. Domain 4: Core Professionalism

### **III. Summary and Rating**

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## Overview

### What is the purpose of the School Social Work Effectiveness Rubric?

The School Social Work Effectiveness Rubric was developed for three key purposes:

- **To shine a spotlight on effective school social work:** The rubric is designed to assist principals in their efforts to increase the effectiveness of the school social worker and ensure differentiated distribution of great school social workers across the state.
- **To provide clear expectations for school social workers:** The rubric defines and prioritizes the actions that effective school social workers use to enable students to fully benefit from education.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school social worker effectiveness along four discrete ratings.

### Who developed the School Social Worker Effectiveness Rubric?

A representative group of school social workers from across the state, The Indiana School Social Work Association board members, along with staff from IDOE, contributed to the development of the rubric.

### What are the laws and standards and ethical codes that guided the development of this rubric?

This rubric is based on the NASW School Social Work Code of Ethics, the Indiana School Social Work Standards that are an extension of the core *Standards for School Services Professionals* (approved May 20, 1998) of the State of Indiana, and Article 4 “Student Assistance Services 511 IAC 4-1.5-5”. The services described in the Article are those of prevention, assessment, intervention and referral.

### How is the School Social Worker Effectiveness Rubric organized?

School social work services will be evaluated under the following 4 domains of effectiveness:

- Domain 1: Planning
- Domain 2: School Social Work Services
- Domain 3: Leadership
- Domain 4: Professionalism

Discrete indicators within each domain target specific areas that effective school social workers focus upon.

## DOMAIN 1: Purposeful Planning

School social workers use the Indiana School Social Work Standards to develop a school social work plan based on a school and community data analysis that highlights the social, emotional, behavioral, and mental health needs of the students within the jurisdiction of the school social worker.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Utilize Student, School and Community Data to Plan</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:- has mapped community resources and incorporated such resources into the school social work plan.	School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, AND individual student goals	School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, OR individual student goals, but not all of the above	School social worker rarely or never uses data when planning.
1.2	<b>Set Ambitious and Measurable Goals</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:- plans annual goals at the school-wide, targeted and individual levels.	School social worker develops culturally competent student goals that are:- measurable; aligned to Indiana School Social Work Standards; AND include benchmarks to help monitor progress and inform interventions throughout the year	School social worker develops annual student goals that are:- measurable The goals typically do <b>not</b> :- align to Indiana School Social Work Standards; OR include benchmarks to help monitor student progress and inform interventions throughout the year	School social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes

1.3	<b>Utilize Standards-Based Assessments and Interventions</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:- plans well-designed progress - monitoring assessments for each intervention. These plans include opportunities to assess periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal. Plans school-wide prevention strategies.	Based on goals, school social worker plans culturally competent interventions by:- identifying evidence-based interventions, strategies and practices specific to the identified need, determining a base-line measure from which to determine a measureable outcome, and allocating an appropriate amount of time in which to achieve the identified goal	School social worker plans culturally competent interventions by:- utilizing information from school referral form and student interview  School social worker typically does not :- complete a thorough data search of relevant school, community data and conduct parent /guardian interview prior to developing individual and/or group intervention strategies, utilize relevant research-based assessment tools	School social worker rarely or never plans assessments and/or interventions that are evidence--based OR there is little to no evidence that the school social worker plans interventions at all.
1.4	<b>Progress tracking and recording for the purposes of intervention analysis</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:- uses school-wide, group and individual data to understand the larger issues impacting sub-populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc.in order to better advocate for students impacted by such issues.	School social worker uses an effective progress monitoring system to:- regularly track and record student progress, use the data to inform interventions, conform to ethical codes and standards of practice	School social worker uses an effective system to:- track student progress, record student data. School social worker typically does <i>not</i> :- use the data to monitor and adjust the intervention, conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records	School social worker rarely or never tracks and records student progress in case notes

**DOMAIN 2: EFFECTIVE SCHOOL SOCIAL WORK SERVICES**

School social workers provide comprehensive, culturally competent, school social work services to individuals, groups, families, the school system, and the community.

Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.1:</b>  <b>Knowledge of the laws, rules and policies which impact students, families and the school creating protections and/or barriers to successful student outcomes</b>	School social worker is highly effective in utilizing knowledge of law, rule and policy to create positive change in the school community.	School social worker effectively uses knowledge of laws, rules, and policies which impact students, families and the school community	School social worker demonstrates limited knowledge of laws, rules, and policies which impact students, families and the school community.	School social worker demonstrates little knowledge of laws, rules, and policies which impact students, families and the school community.
	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as:</i></p> <p>Work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community.</p>	School social worker: - possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions, is able to counsel students and parents effectively regarding relevant laws, rules and policies and, contribute to school policy decisions	School social worker:- possesses a basic understanding of the laws rules, and policies which impact students, families, and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively and typically is <i>not able to</i> :- contribute to school policy decisions due to lack of knowledge, counsel students and families regarding the laws rules and policies which affect them, or advocate for students or families due to lack of knowledge	<p>School social worker is unable to answer questions from parents , teachers or the school community related to relevant laws, rules, and school policy</p> <p>School social worker is unable to contribute to school policy decisions due to lack of knowledge.</p> <p>School social worker is unable to counsel students and families regarding the laws rules and policies which affect them</p> <p>School social worker is unable to advocate for students or families due to lack of knowledge</p>

Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.2:</b>  <b>Prevention Services</b>	<p>School social worker is highly effective in accessing and analyzing school data. The school social worker is also highly proficient in identifying and implementing evidence-based prevention strategies to meet school community and student client needs.</p> <p>For level 4, all of the evidence listed under Level 3 is present, as well as the following:-</p> <p>School social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success.</p>	<p>School social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs.</p> <p>School social worker routinely provides culturally competent prevention services, is involved in school wide data review and analysis, and is prepared to identify and implement school wide prevention programs and practices</p>	<p>School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based prevention strategies to meet school community and student client needs.</p> <p>School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but:- is not involved in school wide data review and analysis, and is unprepared to identify and implement school wide prevention programs and practices</p>	<p>School social worker is ineffective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them.</p> <p>School social worker does not:- allocate time for prevention services, is not involved in school wide data review and analysis, is unaware of the implications of the data analysis for student clients, ,and is unprepared to identify and implement prevention programs and practices</p>

Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.3:</b>  <b>Assessment Services</b>	School social worker is highly effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker is effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker needs improvement in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate , culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker is ineffective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.
	<p>For level 4, all of the evidence listed under Level 3 is present, as well as the following:-</p> <p>School social worker knows how to assess school-wide barriers to student and school success, such as excessively high numbers of student suspensions and expulsions, in order to assist school leadership teams in planning school reform.</p>	<p>School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including :-</p> <ul style="list-style-type: none"> <li>a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful,</li> <li>student data, parent or student interview/ social history, and, when appropriate, community information,</li> <li>culturally appropriate assessment instruments,</li> <li>serving on a multidisciplinary team to identify student strengths and needs, and</li> <li>using progress monitoring techniques to continually assess the response to the school social work intervention</li> </ul>	<p>School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention</p> <p>But <i>typically does not</i>:-</p> <ul style="list-style-type: none"> <li>become familiar with, or choose to utilize, culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention,</li> </ul>	<p>School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students.</p> <p>School social worker does not access student data, parent or student interview, or community information prior to determining an appropriate intervention</p> <p>School social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough</p>



		<p>The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and/or behavioral concerns and is able respond professionally to any crisis encountered in the school.</p>	<p>serve on a multidisciplinary team to identify student strengths and needs, or</p> <p>use progress monitoring techniques to continually assess the response to school social work interventions.</p>	<p>assessment prior to planning an intervention</p> <p>School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.</p>
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Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.4:</b>  <b>Intervention Services</b>	<p>School social worker is highly effective in providing a continuum of culturally appropriate school wide, small group, and individual social work interventions depending on the assessed needs of the school community.</p> <p>For level 4, all of the evidence listed under Level 3 is present, as well as the following:-</p> <p>the provision of professional development to staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students may be encountering – and providing strategies to be implemented in the home, community, and the classroom that have been determined to assist in overcoming such barriers</p>	<p>School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker typically:- responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning,</p> <p>utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area,</p> <p>demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provides assistance in school-wide implementation, and collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>	<p>School social worker needs improvement in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning,</p> <p>The school social worker <i>typically does not</i>:-</p> <p>utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area,</p> <p>demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation. or</p> <p>collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</p>	<p>School social worker is ineffective in providing culturally appropriate school wide, small group, and individual social work interventions</p> <p>School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning,</p> <p>School social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area.</p> <p>School social worker has little understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation.</p> <p>School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions</p>

				to students evaluated by problem-solving teams.
Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<b>Indicator 2.5: Referral Services</b>	School social worker is highly effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals	School social worker is effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals	School social worker needs improvement in identifying referral resources, facilitating the process of referral, and following up on student/family referrals	School social worker is ineffective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.

	<p>For level 4, all of the evidence listed under Level 3 is present, as well as the following: The school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community. The school social worker makes efforts to advocate for, or develop, those resources which do not exist in the community, but for which there is an identified need.</p>	<p>School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources.</p> <p>School social worker has a recognized and confidential protocol for receiving or making referrals.</p> <p>Referrals are formally documented – including efforts to follow-up to determine the outcomes of those referrals.</p>	<p>School social worker typically responds to referrals from parents and staff and has a handful of resources to which students/parents are most often referred.</p> <p>The school social worker <i>typically does not</i>:-</p> <p>consistently implement a recognized and confidential referral process,</p> <p>document all referrals, or</p> <p>routinely follow up on referrals to determine outcomes</p>	<p>School social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs.</p> <p>School social worker has no recognized protocol for receiving or making referrals.</p> <p>Referrals from parents, staff, and/or the community are processed informally with little consideration for confidentiality.</p> <p>There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the school social worker.</p>
Indicators	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
<p><b>Indicator 2.6:</b></p> <p><b>School Social Work Skills</b></p>	<p>School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services</p>	<p>School social worker is effective in demonstrating the skills that epitomize the unique value of school social work services</p>	<p>School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services</p>	<p>School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services</p>

	<p>For level 4, all of the evidence listed under Level 3 is present, as well as the following:-</p> <p>the school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development, and</p> <p>takes opportunities to share school social work knowledge and skills by providing professional development to the school / professional community</p>	<p>School social worker consistently demonstrates school social work skills which include: -</p> <p>knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success,</p> <p>the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership,</p> <p>the organizational skills of time management, task completion and documentation,</p> <p>knowledge of diversity and cultural competence,</p> <p>.knowledge and implementation of the Indiana School Social Work Standards, and</p> <p>ethical problem solving</p>	<p>School social worker demonstrates some, but not all, of the following school social work skills and/or may not demonstrate them consistently:-</p> <p>knowledge and skills related to the identification of social. emotional, behavioral and/or mental health barriers to student success,</p> <p>the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership,</p> <p>the organizational skills of time management, task completion and documentation,</p> <p>knowledge of diversity and cultural competence,</p> <p>knowledge and implementation of the Indiana School Social Work Standards, and</p> <p>ethical problem solving</p>	<p>School social worker rarely demonstrates :-</p> <p>knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success,</p> <p>the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership,</p> <p>the organizational skills of time management, task completion and documentation,</p> <p>knowledge of diversity and cultural competence,</p> <p>knowledge and implementation of the Indiana School Social Work Standards, or</p> <p>ethical problem-solving.</p>
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### DOMAIN 3: School Social Worker Leadership

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:- seek out leadership roles, and go above and beyond in making time for developing and supporting major school initiatives	School social worker will:- contribute ideas and expertise to further the schools' mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives	School social worker will:- contribute occasional ideas and expertise to further the school's mission and initiatives.  School social worker typically does <b>not</b> :- use time efficiently to allow for opportunities to support initiatives to improve the culture of the school	School social worker rarely or never provides ideas aimed at improving school efforts.  School social worker dedicates little or no time outside of school time towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups such as the Indiana School Social Work Association	School social worker will:- seek out and participate in regular opportunities to work with and learn from others, ask for assistance, when needed, and provide assistance to others in need, and seek to provide other school professionals with assistance when needed .	School social worker will:- participate in occasional opportunities to work with and learn from others, and ask for assistance when needed. School social worker typically does <b>not</b> : seek to provide other school professionals with assistance when needed OR regularly seek out opportunities to work with others OR work collaboratively with other student assistance professionals to develop a student assistance plan for the school.	School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: regularly share newly learned knowledge and practices with others, and seek out opportunities to lead professional development sessions.	School social worker will:- actively pursue opportunities to improve knowledge and practice, seek out ways to implement new concepts into school social work practice, where applicable, and welcome constructive feedback to improve practices.	School social worker will:- attend all mandatory professional development opportunities  School social worker typically does <b>not</b> :- actively pursue optional professional development	School social worker rarely or never attends professional development opportunities. School social worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills.

				opportunities, seek out ways to implement new concepts into school social work practice, or accept constructive feedback well.	
3.4	<b>Advocate for Student Success</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may: display commitment to the educational success of all the students in the school, and make changes and take risks to ensure student success.	School social worker will:- display commitment to the educational success of all his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs.	School social worker will:- display commitment to the educational success of all his/her student clients.  School social worker typically does <i>not</i> : advocate for students' needs	School social worker rarely or never displays commitment to the educational success of his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs.
3.5	<b>Engage Families and the Community in Student Achievement</b>	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:- strives to form relationships in which parents are given ample opportunity to participate in student achievement, and is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	School social worker will:- proactively reach out to parents and the community in a variety of ways to engage them in student achievement, respond promptly to contact from parents, and engage in all forms of parent outreach required by the school.	School social worker will:- respond to contact from parents, and engage in all forms of parent outreach required by the school.  School social worker typically does <i>not</i> : proactively reach out to parents and the community to engage them in student achievement.	School social worker rarely or never reaches out to parents and/or the community and frequently does not respond to contacts from parents.

#### Domain 4: Core Professionalism


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. School social workers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	<b>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)
2	<b>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)
3	<b>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)
4	<b>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



**SUMMARY AND RATING:**

**The School Social Worker Effectiveness Rubric Guidance Document has been developed to assist school social workers in preparing for evaluation – and school evaluators in the evaluation process. The final page of the document describes how to calculate the final score and rating for the school social worker.**



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## Appendix F    Principal



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS



# RISE

Evaluation and  
Development System

## Evaluator and Principal Handbook

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## Indiana Principal Evaluation: Public Law 90

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day—teachers. Indiana is committed to effectively supporting teachers and to ensuring the success of every student. Doing so requires that every school in the state is led by effective principals, as these school leaders have a tremendous impact on both teacher effectiveness and student learning.

As a starting point for increasing principal effectiveness, we need fair, credible and accurate annual evaluations to differentiate principal performance and to support their professional growth. With the help of educators throughout the state, the Indiana Department of Education has developed an optional model evaluation system named RISE. Whether or not corporations choose to implement RISE, the Department's goal is to assist corporations in developing or adopting models that comply with Public Law 90, and are fair, credible, and accurate. Regardless of model or system, evaluations must:

- **Be Annual:** Every principal, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Focus on Student Growth and Achievement:** Evaluations should be student-focused. First and foremost, an effective principal creates the conditions for all students to make academic progress. A thorough evaluation system includes multiple measures of principal performance, and growth and achievement data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best principals, we need a process that can truly differentiate the performance of our best school leaders, and give them the recognition they deserve. If we want all principals to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

## Indiana's State Model on Principal Evaluation

### Background/Context

RISE was designed to provide a quality system that local corporations can adopt in its entirety, or use as a model as they develop evaluation systems to best suit their local contexts. 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 RISE principal evaluation system. These individuals dedicated their time and expertise to develop a system that represents excellence in leadership and serves to guide principal development.

A meaningful principal evaluation system reflects a set of core convictions about leadership. From the beginning, the Indiana Department of Education sought to design a model evaluation system focused on effective leadership practice and student outcomes. RISE was designed to be fair, accurate, transparent, and easy-to-use. The IDOE designed the RISE principal evaluation system based on four core beliefs about principal evaluation:

- **Principals matter.** There are two things that account for most of what schools contribute to increased student learning: teacher practice and principal practice. While individual teachers have the most significant impact on the students they serve, the school leadership plays a critical role in boosting teacher effectiveness and teacher satisfaction. Furthermore, research clearly points to principals as having a significant, independent effect on student learning.
- **The job of principals has changed.** Along with our understanding of the impact of principals, we have developed a more sophisticated understanding of the actions that principals take to drive higher levels of student achievement. RISE puts a premium on those actions in the evaluation of each and every principal.
- **Principal effectiveness needs to be recognized and emulated.** Unfortunately, many evaluations treat principals like interchangeable parts—rating nearly all principals the same and failing to give principals the accurate, useful feedback they need to do their best work in schools. We need to create an evaluation system that gives principals regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each principal's success in leading his or her school to higher levels of performance.

- **A new evaluation system will make a positive difference in principals' everyday lives.** Novice and veteran principals alike can look forward to detailed, constructive feedback, tailored to the individual needs of their schools and students. Principals and corporation leaders will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

## Timeline for Development

The timeline below reflects the roll-out of the state model for principal evaluation. Public Law 90, passed in April of 2011, requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. This handbook reflects the refined model of the original system. Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation in school year 2012-2013. Though corporations are encouraged to choose the evaluation system that best meet the needs of their local schools and principals, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

**Figure 1: Timeline for RISE design and implementation**



\* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Public Law 90 requirements. The RISE model is an option and serves as a resource for corporations, but is not mandatory.

## Performance Level Ratings

Each principal will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective:** A *highly effective* principal consistently exceeds expectations. This is a principal who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the highly effective principal's school, on aggregate, have generally

exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Effective:** An *effective* principal consistently meets expectations. This is a principal who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A principal who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective:** An *ineffective* principal consistently fails to meet expectations. This is a principal who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

## Overview of Components

The principal's role is a highly complex one. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a principal's performance. All principals will be evaluated on two major components:

1. **Professional Practice** – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Principal Effectiveness Rubric. All principals will be evaluated in the domains of Teacher Effectiveness and Leadership Actions.
2. **Student Learning** – A principal's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state-, corporation-, or school-wide assessments.



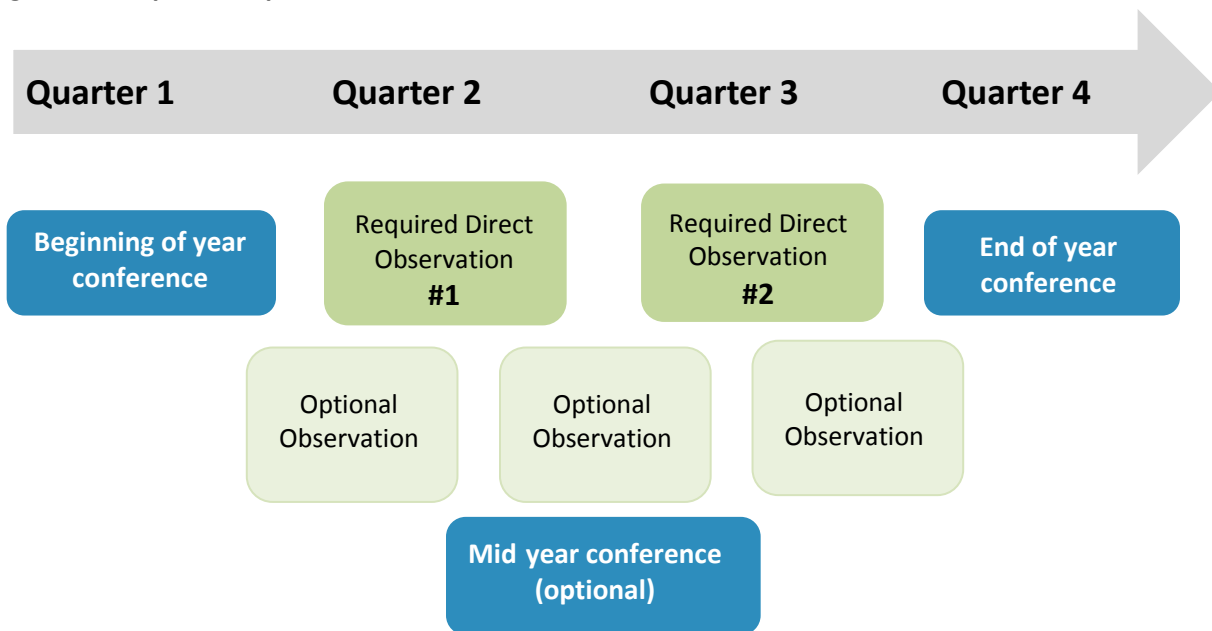
## Evaluation of Other Administrators

The RISE Principal Evaluation and Development System (referred to simply as RISE through the rest of the document) was created with principals in mind and may not always be appropriate to use to evaluate other school or district administrators. Though certain components of RISE can be easily applied to individuals in other administrative positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for administrators other than principals are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for principals and this version of RISE meets the minimum requirements specified in Appendix A.

## Timeline for Principal Evaluation

Evaluation is an annual process and tracks the arc of the school year, as shown in the figure below.

**Figure 2: Sample Principal Evaluation Timeline**



At the beginning of the year, the principal and evaluator meet for a **beginning-of-year conference**. This is an opportunity to discuss the principal's prior year performance, review the Administrative Student Learning Objectives written by the principal, and map out a plan for the year. Evaluators and principals should leave the conference with clarity on:

- The Administrative SLOs;
- The areas of practice that will be the focus for a principal's work and an evaluator's support throughout the year; and
- A plan for regular observation and feedback (with an understanding that the evaluator may visit unannounced as well).

Throughout the school year, the evaluator collects evidence, including two **required direct observations** and, preferably, numerous additional direct and indirect observations. Each of these observations is accompanied by feedback to the principal.

A strongly recommended but optional element of RISE is a **mid-year conference**. Held in the middle of the year, this is an opportunity for the evaluator and principal meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to date, while the principal can use it as an opportunity to share interim student learning data that demonstrate progress toward accomplishment of Administrative SLOs.

In the spring, evaluators and principals meet for an **end-of-year conference**. This is an opportunity to review the principal's performance on all of the competencies of the Principal Effectiveness Rubric and, if available, data supporting the accomplishment of Administrative SLOs.

It is important to note that, depending on when all the data necessary for assigning a summative rating are available, either the beginning-of-year or end-of-year conference will also serve as a **summative conference**. This is when the evaluator shares his/her **summative rating** of the principal, reviewing the principal's areas of strengths and development for the year.

## Component 1: Professional Practice

### Indiana Principal Effectiveness Rubric: Background and Context

The Principal Effectiveness Rubric was developed for four key purposes:

1. **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.
2. **To provide clear expectations for principals:** The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.
3. **To help principals and their managers identify areas of growth and development:** The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.
4. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

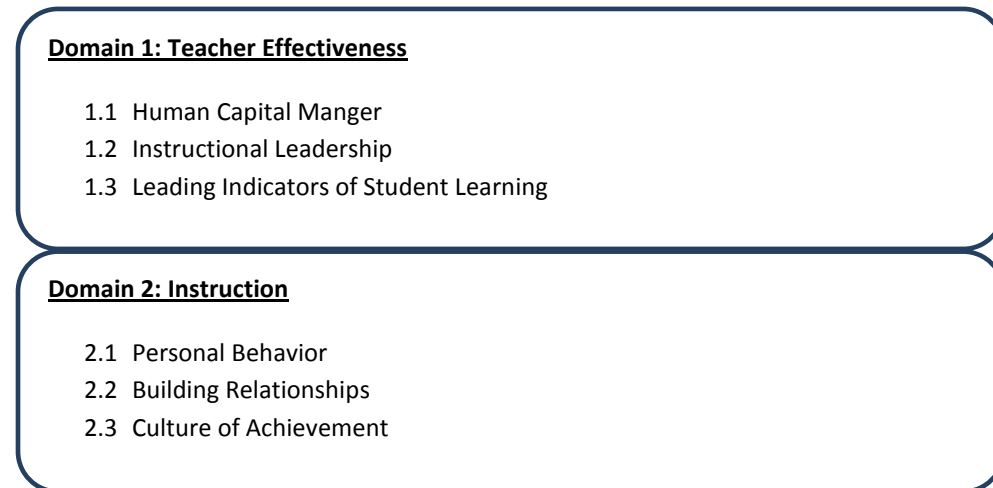
While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HHPH 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*

## Indiana Principal Effectiveness Rubric: Overview

The rubric is divided into two domains – (1) Teacher Effectiveness and (2) Leadership Actions. Discrete competencies within each domain target specific areas upon which effective principals must focus.

**Figure 3: Domains and Competencies**



It is undeniable that a principal is required to wear many hats, from instructional leader and disciplinarian to budget planner and building 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 tool 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.

## The Indiana Principal Effectiveness Rubric

In Appendix C of this handbook, you will find the Principal Effectiveness Rubric. Supporting observation and conference documents and forms can be found in Appendix B.

## Collecting Evidence on Principal Practice

In RISE, administrators who supervise principals will serve as the formal evaluators for principals. They will be responsible for approving the Administrative Student Learning Objectives set by principals, conducting observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from our belief that these administrators – usually superintendents and assistant superintendents – need to focus their role (as many already do) on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

A Note about “Primary” and “Secondary” Evaluators: For those familiar with the use of “primary” and “secondary” evaluators in the RISE Teacher Evaluation System, there are some important differences to note in the RISE Principal Evaluation System. Principal supervisors, either superintendents or assistant superintendents, may ask other trained evaluators who have a record of effective school leadership to assist in the evaluation process by collecting *additional* evidence and providing feedback to principals. However, principal supervisors are responsible for collecting evidence themselves through the two required observations, and for reviewing all information collected throughout the year and determining a summative rating.

In order to accurately and comprehensively assess principal practice on the RISE Principal Effectiveness Rubric, evaluators should collect four types of evidence:

1. Direct observation – This involves observing the principal undertaking a wide range of possible actions (e.g., leading professional development sessions, debriefing with a teacher about a classroom observation, leading a data team meeting or a meeting to discuss next steps to support a struggling student, visiting classrooms, meeting with students individually or addressing groups of students, meeting with parents, etc.).
2. Indirect observation – This involves observing systems that clearly result from the principal’s work but may operate without the principal present (e.g., grade level or department planning meetings, peer coaching sessions, visiting classrooms, etc.).
3. Artifacts – This involves reviewing written records of a principal’s work (e.g., the school improvement plan, the master schedule, coaching records, teacher evaluation reports, etc.). Artifacts are often collected by the principal him/herself as part of the evaluation process.

4. Data – This involves reviewing concrete results of a principal’s work, including both leading indicators and direct evidence of student performance (e.g., interim assessment results, attendance and discipline data, stakeholder survey results).

Principal supervisors must directly observe principals at least two times over the course of the year, for at least 30 minutes per visit. Observations may be announced or unannounced and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. After each required observation, the evaluator must, within five school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric.

Evaluators should treat these observation requirements as a bare minimum and strive to observe principal practice – directly and indirectly – significantly more. In fact, while the minimum requirement is two observations in year one of RISE implementation, in future years RISE will likely require a higher number of observations. While other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and substantive feedback is a critical feature of a strong evaluation system. While this represents a significant shift from current practice for many superintendents and principals, it is a shift that will have powerful effects on the quality of leadership and, by extension, on the instruction that students receive.

**Figure 4: Principal Observation Requirements**

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Required	30 min.	2/yr	Optional	Yes	Within 5 days	Optional
Optional	Varies	3/yr (suggested)	No	Optional (encouraged)	Optional (encouraged)	No

It is essential that during observations the evaluator take evidence-based notes, writing specific instances of what the principal and others said and did. The evidence that evaluators record during the observation should be non-judgmental, reflecting a clear and concise account of what occurred in the observation. The difference between evidence and judgment is highlighted in the examples in Figure 5 below for both direct and indirect observation.

**Figure 5: Evidence vs. Judgment**

Evidence	Judgment
DIRECT OBSERVATION	
P: (During staff meeting): P discusses SLOs with teachers "... all teachers need to develop SLOs by themselves and keep them in their file till the end of the school year."	Principal doesn't promote collaboration and misunderstands the processes around SLOs.
INDIRECT OBSERVATION	
E: (At grade-level team meeting): T's have no written or stated objective for the meeting. T's express confusion about what they should be doing. T:"Let's discuss student behavior during recess"...	Principal has not effectively communicated expectations for how time is used in grade-level planning meetings

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the principal with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides principals a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the "Effective" column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

**A word on collecting artifacts and reviewing data:** Evaluators should collect enough evidence to help them make accurate professional judgments on the rubric, but should think carefully about the quality, alignment, and purpose of all evidence collected. Collecting large quantities of low-quality, poorly aligned evidence will only burden the principal and the evaluator.

Written artifacts should serve two purposes. First they can supplement observation, providing more evidence that is relevant to an observation. For example, using the direct observation evidence described in Figure 6, artifacts for the first example may include a schedule of RTI meetings or written documentation of the interventions and instructional strategies that were discussed. In the second example, the student performance data reviewed by the principal and teacher in addition to subsequent student performance data related to this concept would provide supporting evidence for the evaluator's rating of the principal for this indicator. As with direct and indirect observations, it is important to ensure that the artifacts and data that are collected align with the competencies and indicators against which the principal's performance is being evaluated. The second purpose of artifacts is to provide evidence on sections of the rubric that might be more difficult to observe directly.



The same purposes apply to reviewing school data as evidence. For example, parent and teacher survey results often provide valuable evidence of a principal's practice across a range of competencies and sub-competencies in the rubric (some notable ones being 1.1.4: Leadership and Talent Development; 1.3.4: Instructional Time; 2.1.1: Professionalism; and 2.2.2: Communication).

**Figure 6: Mapping Evidence to Indicators**

Evidence	Indicator
<p>E: Conduct RTI meetings weekly with grade level Ts and intervention teachers during their 45 minute planning time.</p> <p>P: "This is definitely multiple comprehension strategies; not that they wouldn't continue to practice all of those, but for the purpose of your targeted area it would simplify it to have a single focus. "</p>	<p>Orchestrating frequent and timely team collaboration for data analysis. (E – 2.3.3)</p> <p>Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. (E – 2.3.3)</p>
<p>E: Principal meets with T to review student performance data from an assessment over content delivered during the Ps last classroom observation.</p> <p>P: "The data show that your Ss understand how to identify the main idea of a paragraph. What do the data show regarding your Ss abilities to determine the meanings of complex words using contextual cues?</p> <p>T: Only my top Ss understood that concept.</p> <p>P: What adjustments can you make when you teach this concept to help all your Ss understand? Do you include all Ss in your check for understanding before moving on in the lesson?"</p>	<p>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (E – 1.2.2)</p> <p>Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. (E – 1.2.2)</p>

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for purposes of feedback and ratings. On these fronts, here are some recommendations for evaluators:

- Consider establishing a regular (e.g., monthly) schedule for observation and feedback with principals, while also leaving room for unannounced visits.
- Hold a mid-year conference to assess progress and review actions steps, providing principals with an idea of where they stand and what they need to do to improve or accelerate progress.

- Maintain a file (ideally electronic) for each principal and establish a process for others involved in a principal's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening principals and pulling them from critical leadership work.

### **Adjusting the Intensity of Evidence Collection**

New principals and struggling principals will benefit from early and frequent feedback on their performance. It is expected that evaluators will collect more evidence on the practice of novice and struggling principals than is required for RISE or is typical for more veteran and more effective principals. Evaluators should adjust timing of observations and conferences to ensure all principals receive the support they need.

Novice and struggling principals are encouraged to complete a professional development plan (see the form in Appendix B) with the support of their evaluator. The plan is a tool for principals to assess their own performance and set development goals. Principals utilizing a professional development plan work with their evaluators to set goals at the beginning of the academic year. These goals are monitored and revised as necessary. Progress towards goals are formally discussed during a mid-year conference, at which point the evaluator and principal discuss the principal's performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the Principal Effectiveness Rubric. Although every principal is encouraged to set goals around his/her performance, only principals who score an "Ineffective" or "Improvement Necessary" on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90. When used as the remediation plan, the timeline for the plan can be no longer than 90 days, and the plans are required to use license renewal credits for professional development activities.

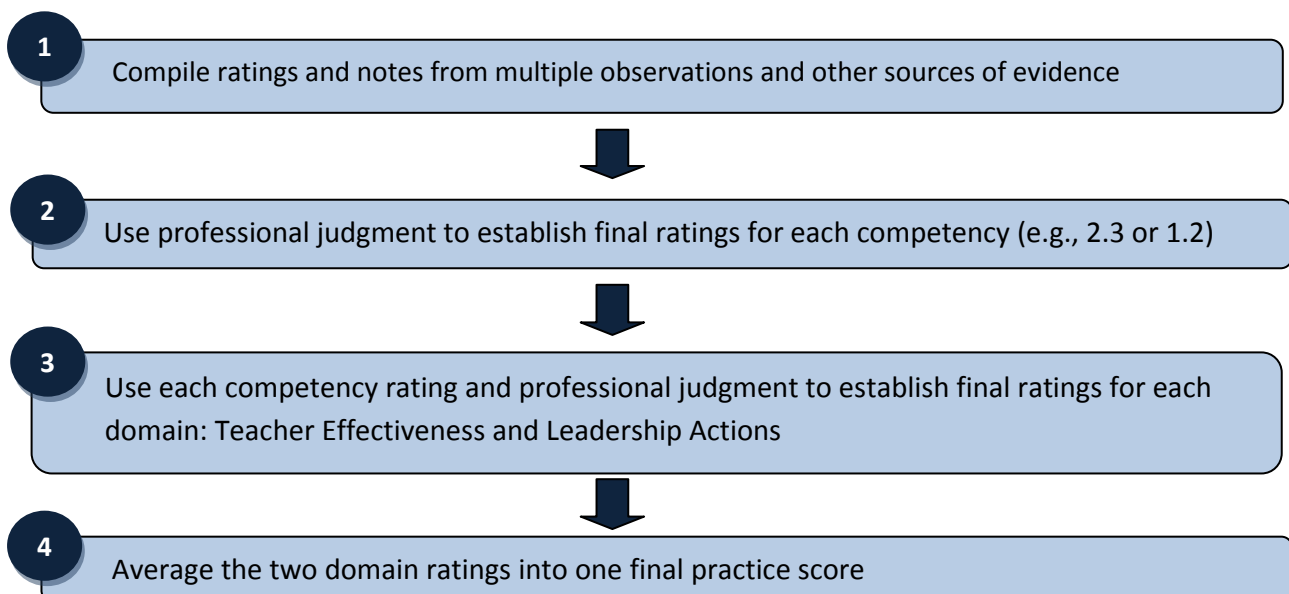
### **Principal Effectiveness Rubric: Scoring**

At the end of the year, evaluators must determine a final principal effectiveness rubric rating and discuss this rating with principals during the end-of-year conference.

Assessing a principal's professional practice requires evaluators to constantly use their professional judgment. No observation rubric, however detailed, can capture all of the nuances in how principals lead, and synthesizing multiple sources of information into a final rating on a particular professional competency is inherently more complex than checklists or numerical averages. Accordingly, the Principal Effectiveness Rubric provides a comprehensive framework for observing a principal's practice that helps evaluators synthesize what they see in the school, while simultaneously encouraging evaluators to consider all information collected holistically.

Evaluators must use professional judgment when assigning a principal a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Using professional judgment, evaluators should consider the ways and extent to which a principal's practice grew over the year, the principal's response to feedback, how the principal adapted his or her practice to the current situation, and the many other appropriate factors that cannot be directly accounted for in the Principal Effectiveness Rubric before settling on a final rating. In short, evaluators' professional judgment bridges the best practices codified in the Principal Effectiveness Rubric and the specific context of a principal's school and students.

The final principal effectiveness rating will be calculated by the evaluator in a four step process:



Each step is described in detail below.

## 1 Compile ratings and notes from multiple observations and other sources of evidence

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. They will need to devote time to reviewing all of these materials.

## 2 Use professional judgment to establish final ratings for each competency (e.g., 2.3 or 1.2)

After collecting adequate evidence at the sub-competency level, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. At this point, the evaluator should have ratings for 6 competencies, as shown in this example:

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)

## 3 Use each competency rating and professional judgment to establish final ratings for each domain: Teacher Effectiveness and Leadership Actions

It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

Domain	Teacher Effectiveness			Leadership Actions		
Competency	Human Capital Manager	Instructional Leadership	Leading Indicators of Student Achievement	Personal Behavior	Building Relationships	Culture of Achievement
Competency Ratings	2 (IN)	3 (E)	3 (E)	3 (E)	2 (IN)	1 (IE)
Domain Ratings	3 (E)			2 (IN)		

**4** Average the two domain ratings into one final practice score.

At this point, two final domain ratings are summed and divided by two (since they are of equal weight) to form one score.

$$(3 + 2) / 2 = 2.5$$

**2.5 is the final rubric/professional practice score**

This final rubric/professional practice score is placed in the table below to convey a professional practice rating. In this case the rating of 2.5 translates to Improvement Necessary.

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

The final, raw professional practice score feeds in to a larger calculation for an overall summative rating including school wide measures of student learning. This calculation is described below on pages 26-28.

## Component 2: Student Learning

### Student Learning: Overview

Many parents' main question over the course of a school year is: "How much is my child learning?" Student learning is the ultimate measure of the success of a teacher, instructional leader, school, or district. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

**Achievement** is defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards

- *Achievement* is a set point or "bar" that is the same for all students, regardless of where they begin

**Growth** is defined as improving skills required to achieve mastery on a subject or grade level standard over a period of time

- *Growth* differentiates mastery expectations based upon baseline performance.

### Available Measures of Student Learning

There are multiple ways of assessing both growth and achievement. When looking at available data sources to measure student learning for purposes of evaluating principals, we must use measurements that:

- Are **accurate** in assessing student learning and school impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms and to drive instructional decision-making by principals and other school leaders
- Are **fair** to principals, given the school's grade span and subjects taught
- Are as **consistent** as possible across buildings
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

Based on these criteria, RISE includes two student learning categories in the evaluation of principals: (1) A-F Accountability Grade and (2) Administrative Student Learning Objectives. Each is described below.

### A-F Accountability Grade

As building leaders, principals are responsible for increasing student performance in all subject areas and, where relevant, maintaining high performance levels. Indeed, research consistently points to principals as second only to teachers among in-school influences on student achievement. In measuring student growth and achievement for principal evaluation, RISE fully aligns with the state's accountability system for schools. This has the very significant benefit of focusing principals' attention on the same student learning issues when considering school improvement as when considering their own evaluation. Specifically, principals will have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's A-F accountability model. The A-F accountability model is based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools). The school A-F grades are calculated at the state-level and returned to the schools. For detailed information about the A-F accountability model, visit the IDOE website (<http://www.doe.in.gov>).

As shown in the table below, principals in schools earning an A will earn a 4 on this measure; principals in a B school will earn a 3; principals in a C school receive a 2; and principals who work in either a D or F school earn a 1 on this measure.

A F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1

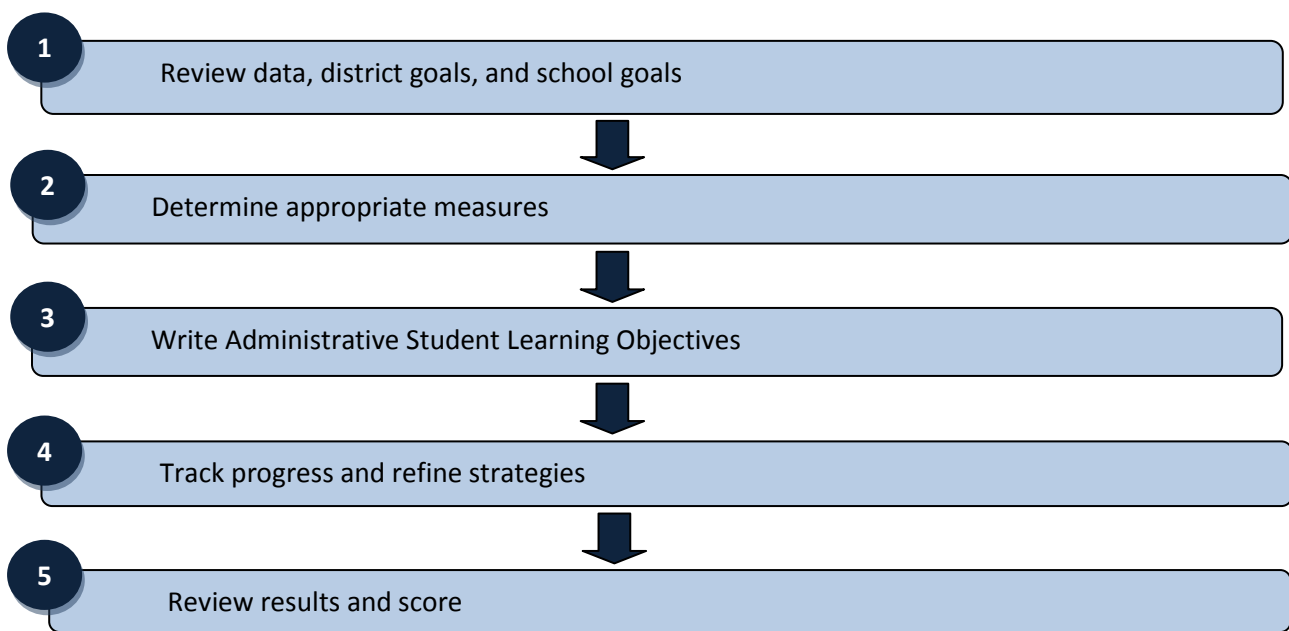
### Administrative Student Learning Objectives

A key role of school leaders is to distill student performance data into a small set of ambitious but attainable student learning goals for their schools. Effective leaders work with their corporations and leadership teams to set these goals and they develop a rigorous school-wide assessment system (including but not limited to state tests) to measure their progress toward these goals.

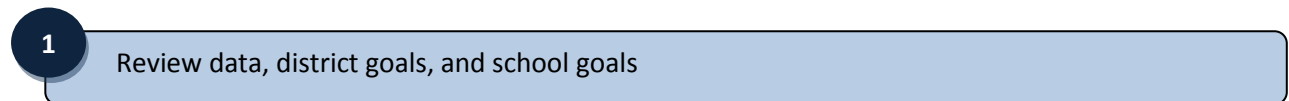
RISE asks principals to take this goal-setting process one step further and set Administrative Student Learning Objectives (SLOs) for themselves. Given a principal's role, these Administrative SLOs can be highly similar – even identical in some cases – to the goals set for the school. While the A-F Accountability Grade represents an index of performance across multiple areas, Administrative SLOs allow for principals to be assessed against their priority areas of growth in student learning.

In RISE, principals set **two** Administrative Student Learning Objectives at the beginning of the year and are measured by their progress against these objectives.

The process for setting Administrative Student Learning Objectives should follow five general steps:



Each of these steps is described below.



Once summative student achievement data are available for review, corporations should establish learning priorities for the next school year. It is then the principal's responsibility to review those priorities and their school-wide data (i.e., A-F grade, ISTEP/ECA data, subgroup performance, and other relevant data) and work with his/her school community to write a school improvement plan. The goals in the improvement plan should be a starting point for setting Administrative SLOs. Indeed, it is perfectly acceptable for a principal to use his/her school goals as the Administrative SLO's for evaluation purposes.



## 2

### Determine appropriate measures

Some possible student learning data sources around which a principal may set goals include: LAS Links, IMAST, Acuity, mCLASS, ECAs, common local assessments in social studies or science, other non-state-mandated assessments (NWEA, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, and graduation rate. Principals and evaluators are strongly encouraged to carefully assess the rigor of available measures and to use measures well suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student assessment, since adding stakes to such assessments can work at cross purposes to their intended use.

Examples of data sources that are not considered as “student learning” measures include: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

## 3

### Write Administrative Student Learning Objectives

An Administrative SLO is a long-term academic “SMART” goal that principals and evaluators set for groups of students. There is discretion in the content of the objective, so long as it meets these criteria:

- Must be measurable
- Must be collaboratively set by the principal and evaluator
- May be district or school based
- Must be based on student learning measures (student data)
- Can be growth/improvement or achievement
- May be based on the whole school population or subgroup populations

Using and extending the requirements above, principals should be able to answer these groups of questions affirmatively about each of their SLOs:

1. Is the SLO driving toward the same student learning outcomes that are spelled out in the school improvement plan? Do the school’s baseline data suggest that the right groups of students are targeted for improvement or achievement?
2. Does the SLO name the specific assessment tool that will be used to measure student learning and is that assessment tool available to my school? Will I be able to track progress during the year?

3. Do I know what strategies will be implemented in order to get the kind of improvement or achievement that is articulated in the SLO, and, as a result, would I characterize the SLO as ambitious and attainable?

### Example Administrative Student Learning Objectives

#### Elementary & Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

#### High School examples:

- The graduation rate for the high school will increase at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10th-12th grade students will increase to 1175.
- The bottom 25% of 10th grade students will increase their average scores on the English 10 ECA by 10 points.
- The number of 10th-12th grade students gaining college credit in dual credit courses will increase from 20 to 35 by the end of the school year.
- The number of career and technical students gaining career-ready certificates will increase from 15 to 30 by the end of the school year.

#### Non-examples

- The attendance rate at the high school will increase from 75% to 85%.
- The number of average weekly referrals to the office will drop from 36 to 20.

Once the principal writes his/her SLO's, the evaluator must review and approve them. In addition to asking the principal the same three groups of questions noted above, the evaluator should come to agreement with the principal about what it means to "meet," "not meet," and "exceed" the SLO. This is important for scoring.

Consider an example.

Administrative SLO	At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
Exceeds	<b>30 or more</b> English Learner students increase by the amount specified
Meets	<b>Between 20 and 29</b> English Learner students increase by the amount specified
Does not meet	<b>Fewer than 20</b> English Learner students increase by the amount specified

4

#### Track progress and refine strategies

It is the principal's responsibility to track the data relevant to his/her SLO's and refine his/her leadership strategies accordingly. At the same time, evaluators should take opportunities to review progress on the SLOs during post-observation conferences and/or optional mid-year conferences. Central to this is a regular review of interim and formative data, which should be a part of the ongoing dialogue between a principal and an evaluator.

5

#### Review results and score

As shown in the table below, principals who exceed both goals earn a 4 on this measure; principals who meet both goals earn a 3; principals who meet one goal but not the other receive a 2; and principals who meet neither goal earn a 1 on this measure.

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

## Summative Principal Evaluation Scoring

### Review of Components

Each principal's summative evaluation score will be based on the following components and measures:

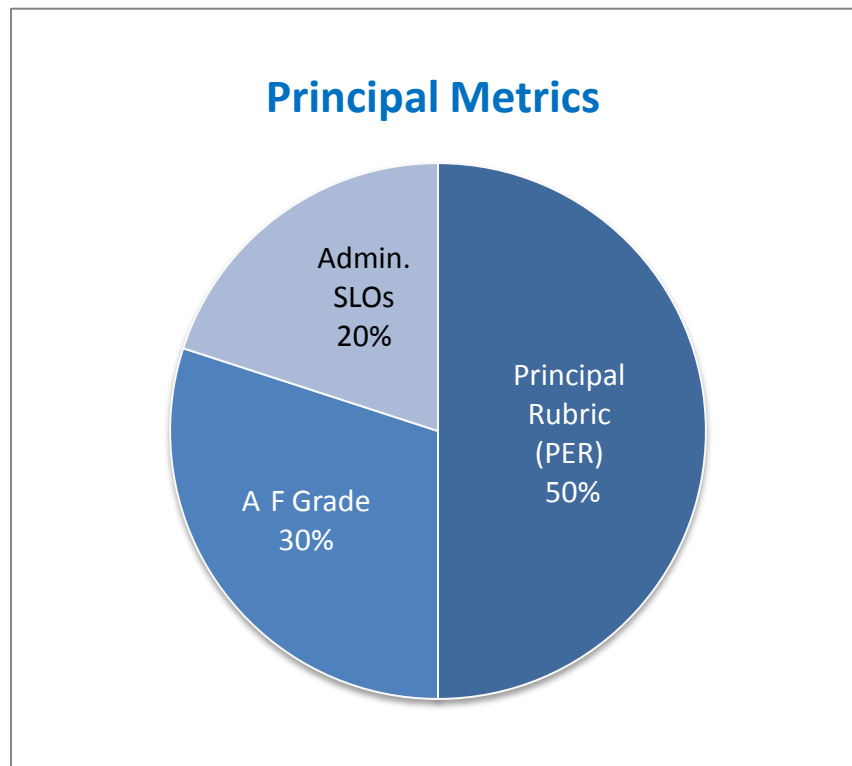
1. Professional Practice: Principals receive a summary rating on their practice as judged against the Principal Effectiveness Rubric. The final, raw rubric score is used in the summative scoring process.
2. Student Learning: Principals receive two student learning ratings
  - a. One based on their A-F Accountability Grade, which will be determined at the state-level and returned to schools.
  - b. One based on their Administrative Student Learning Objectives (SLOs), which will be scored at the local level by the evaluator.

The table below shows the points associated with each performance level on each of these measures.

Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5
A F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1
Administrative SLOs	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

## Weighting of Measures

For principals, Professional Practice (50%) and Student Learning (50%) are equally weighted, a recognition that effective practice and strong student learning results are both essential features of successful leadership.



Within the student learning portion, the A-F Accountability Grade (30%) is weighted more heavily than the Administrator Student Learning Objective Portion, a recognition of a principal's central responsibility in driving higher levels of student achievement school-wide.

To arrive at a comprehensive effectiveness rating, the individual scores on the Principal Effectiveness Rubric, A-F Accountability Grade, and Administrative Student Learning Objectives are multiplied by their respective weights and summed.

Below is an example of the weights applied for a principal who

- receives ratings of “Effective” on one domain of the rubric and “Improvement Necessary” on the other → Rubric rating = 2.5
- has a “B” grade on the state accountability system → A-F rating = 3
- Meets one Administrative SLO but not the other → Administrative SLO rating = 2

#### Example Summative Scoring Chart

	Raw Score	x	Weight	Score
Rubric Rating	2.5		0.50	1.25
A-F Accountability Grade (DOE)	3		0.30	0.90
Admin. SLO Rating	2		0.20	0.40
Comprehensive Effectiveness Rating				2.55

This final weighted score is then translated into a rating on the following scale.

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

Note: Borderline points always round up.

The score of 2.55 (from the example above) maps to a summative rating of “Effective.” Evaluators should meet with principals in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when principals return in the fall, depending on the availability of data for the individual principal.

## Frequently Asked Questions

**Who can evaluate principals?** A principal must be evaluated by his/her supervisor, who is usually a superintendent or assistant superintendent. Serving in this role means conducting the minimum number of observations, holding at least the required conferences, approving the Administrative SLOs, and assigning a summative rating. It also means being responsible for the professional growth of principals. Indeed, a major shift with RISE is an expectation that all principal supervisors prioritize their role as developers of leadership talent, as many already do.

**What about “secondary” evaluators and/or peer evaluators?** A principal supervisor can enlist others in the collection of evidence and can offer judgments on that evidence. But, these additional individuals should not perform any of the required functions in place of the evaluator. Superintendents may also want to create opportunities for principals to support the growth and development of their peers through informal or structured observations. In order to maintain trust within the professional community, superintendents should set clear expectations about how information gathered in this way will be used as part of a principal’s evaluation.

**RISE specifies a minimum of two observations (this year) but encourages more. How much is enough?** Around the country, districts that have adopted a strong ethic around instructional leadership make the observation of principal practice a regular and ongoing occurrence. Principal supervisors should aspire to be in each school they supervise on a monthly basis, and more frequently if case-loads permit.

**If I am collecting evidence at the sub-competency level, how do I roll up all of my evidence and judgments into ratings at the competency level?** There is no formula for arriving at competency ratings. Evaluators should use their professional judgment and should consider where the preponderance of evidence lies. It is also useful to consider whether there are sub-competencies that have been the focus of a principal’s practice; those may have particular weight in determining a competency rating.

**Is an Administrative SLO the same as a Teacher SLO?** They are similar in that both involve identifying relevant measures of student learning and setting targets for improvement or achievement based on available baseline data. However, there are important differences. While teachers are responsible for a subset of a school’s students and often share responsibility with other teachers, principals are responsible for all students. In addition, while teacher SLO’s are often particular to a teacher’s subject matter, data relevant for principals are available across several subject areas. As a result, there is less complexity needed in the design of the process for writing Administrative SLOs than there is for teachers. For example, principals will not need to group students by levels of preparedness in order to write their Administrative SLOs.

## Glossary of RISE Terms

**Achievement:** Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

**Administrative Student Learning Objective:** A long-term academic goal, developed collaboratively between principals and evaluators, set to measure student growth and/or achievement.

**Beginning-of-Year Conference:** A conference in the fall during which a principal and evaluator discuss the principal’s prior year performance and Professional Development Plan (if applicable). In some cases, this conference may double as the “Summative Conference” as well.

**Competency:** There are six competencies, or skills of an effective principal, in the Indiana Principal Effectiveness Rubric. These competencies are split between the two domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

**Domain:** There are two domains, or broad areas of focus, included in the Indiana Principal Effectiveness Rubric: Teacher Effectiveness and Leadership Actions. Under each domain, competencies describe the essential skills of effective leadership practice.

**End-of-Year Conference:** A conference in the spring during which the principal and evaluator discuss the principal’s performance on the Principal Effectiveness Rubric. In some cases, this conference may double as the “Summative Conference” as well.

**Evaluator:** The person responsible for evaluating a principal. Along with other evaluator-related responsibilities, the evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Principals’ supervisors serve as evaluators.

**Growth:** Improving skills required to achieve mastery on a subject or grade-level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

**Indiana Principal Effectiveness Rubric:** The Indiana Principal Effectiveness Rubric includes six competencies in two domains: Teacher Effectiveness and Leadership Actions.

**Indiana Evaluation Cabinet:** A group of school administrators and educators from across the state who helped inform the design the RISE model, including the Indiana Principal Effectiveness Rubric.

**Indicator:** These are observable pieces of information for evaluators to look for during an observation. Indicators are listed for each performance area in each sub-competency in the Indiana Principal Effectiveness Rubric.



**ISTEP+:** A statewide assessment measuring proficiency in Math and English Language Arts in grades 3-8, Social Studies in grades 5 and 7, and Science in grades 4 and 6. The Indiana Growth model uses ISTEP scores in Math and ELA to report student growth for these two subjects in grades 4-8.

**Mid-Year Conference:** An optional, but strongly recommended, conference in the middle of the year in which the evaluator and principal meet to discuss performance thus far.

**Observation:** A visit to a school to observe principal practice. Evaluators must undertake at least 2 direct observations, of a minimum of 30 minutes each, in a given school year. Required observations can be announced or unannounced, and are accompanied by mandatory post-conferences including written feedback within five school days of the observation. Evaluators should also undertake indirect observations to assess the systems that principals have put in place.

**Post-Conference:** A mandatory conference that takes place after a required observation during which the evaluator provides rubric-aligned feedback to the principal.

**Professional Development Goals:** These goals, identified through self-assessment and review of prior evaluation data, are the focus of the principal's Professional Development Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

**Professional Development Plan:** The individualized plan for professional development based on prior performance. Each plan consists of Professional Development Goals and clear action steps for how each goal will be met. The only principals in RISE who must have a Professional Development Plan are those who received a rating of Improvement Necessary or Ineffective the previous year.

**Professional Judgment:** An evaluator's ability to look at evidence and make an informed decision on a principal's performance without a set calculation in place. Evaluators will be trained on using professional judgment to make decisions.

**Professional Practice:** Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Principal Effectiveness Rubric and conferences during which evaluators and principals may review additional materials.

**Student Learning:** Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a school's A-F Grade and accomplishment of Administrative Student Learning Objectives.

**Sub-competency:** There are 23 sub-competencies distributed across the six competencies in the RISE Principal Effectiveness Rubric. Each sub-competency is a discrete concept that is part of the overarching competency, but can be measured across the four levels of performance in the rubric.

**Summative Conference:** A conference where the evaluator and principal discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data is not available until the summer (coinciding with the Beginning-of-Year Conference).

**Summative Rating:** The final summative rating is a combination of a principal's Professional Practice rating and the measures of Student Learning. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

## Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines and use both this resource and the Principal Effectiveness Rubric (PER) exactly as written are considered to be using the *RISE Indiana Principal Evaluation System*. This RISE principal system should be considered separate from the *RISE Indiana Teacher Evaluation System*.

If a corporation chooses to make minor edits to the RISE principal system from the minimum requirements stated below, the system must then be titled “(Corporation name) RISE for Principals,” and should be labeled as such on all materials. These minimum requirements for the RISE principal system are as follows:

### Professional Practice Component

- Use of the Principal Effectiveness Rubric (PER) with all domains and competencies
- Scoring weights for both Professional Practice domains (50% each domain)

### Measures of Student Learning

- Two measures of student learning as outlined in the RISE principal system (A-F Accountability and Administrative Student Learning Objectives)
- All minimum requirements around Administrative Student Learning Objectives, including:
  1. Have two goals
  2. Must be measurable
  3. Must be collaboratively set by administrator and evaluator
  4. May be district or school based
  5. Must be based on student learning measures (student data)
  6. Can be growth or achievement
  7. May be based on the whole school population or subgroup populations

### Summative Scoring

- Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of the RISE principal evaluation system (found at [www.riseindiana.org](http://www.riseindiana.org)), the corporation may no longer use the name “RISE.” Corporations can give any alternative title to their system, and may choose to note that the system has been “adapted from Indiana RISE.”

## Appendix B – Optional Observation and Conferencing Forms

All forms in this appendix are optional and are not required to be used when implementing RISE. Although evaluators should use a form that best fits their style, some types of forms are better than others. For example, the best observation forms allow space for observers to write down clear evidence of principal practice. One such form is included below, but there are many other models/types of forms that may be used. Using checklists for observation purposes is not recommended, however, as this does not allow the evaluator to clearly differentiate between four levels of performance with supporting evidence.

## Optional Observation Mapping Form

**Note:** It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations per evaluator preference.

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
 PRINCIPAL: \_\_\_\_\_ OBSERVATION SETTING: \_\_\_\_\_  
 DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

1.1 HUMAN CAPITAL MANAGER	
Evidence	Indicator
1.2 INSTRUCTIONAL LEADERSHIP	
Evidence	Indicator
1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT	
Evidence	Indicator

2.1 PERSONAL BEHAVIOR	
Evidence	Indicator
2.2 BUILDING RELATIONSHIPS	
Evidence	Indicator
2.3. CULTURE OF ACHIEVEMENT	
Evidence	Indicator

OVERALL STRENGTHS:	OVERALL AREAS OF IMPROVEMENT:

## Optional Post-Observation Form - Evaluators

**Instructions:** The primary post-observation document should simply be a copy of the observation notes taken during the observation. This form is designed to summarize and supplement the notes.

SCHOOL: \_\_\_\_\_ OBSERVER: \_\_\_\_\_  
 PRINCIPAL: \_\_\_\_\_ OBSERVATION SETTING: \_\_\_\_\_  
 DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

Domain 1: Areas of Strength Observed (identify specific competencies):

Domain 1: Areas for Improvement Observed (identify specific competencies):

Domain 2: Areas of Strength Observed (identify specific competencies):

Domain 2: Areas for Improvement Observed (identify specific competencies):

Action Steps for Improvement:

*This section should be written by the principal and evaluator during the post-conference.*

## Optional Mid-Year Conference Form

SCHOOL: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

DATE: \_\_\_\_\_

**Note:** Mid-year check-in conferences are optional for any principal without a professional development plan, but can be helpful for evaluators to assess what information still needs to be collected, and for principals to understand how they are performing thus far. It should be understood that the mid-year rating is only an assessment of the first part of the year and does not necessarily correspond to the end-of-year rating. If there has not yet been enough information to give a mid-year rating, circle N/A.

Number of Observations Prior to Mid-Year Check-in: \_\_\_\_\_

Domain 1: Teacher Effectiveness	Mid-Year Assessment of Domain 1
1.1 Human Capital Manger 1.2 Instructional Leadership 1.3 Leading Indicators of Student Learning	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>
Domain 2: Leadership Actions	Mid-Year Assessment of Domain 2
2.1 Personal Behavior 2.2 Building Relationships 2.3 Culture of Achievement	
<b>Mid-Year Rating (Circle One)</b>	<b>4 – High. Eff.   3 – Eff.   2- Improv. Nec   1 – Ineff.   N/A</b>



## Optional Summative Rating Form

SCHOOL: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_

DATE: \_\_\_\_\_

### Principal Effectiveness Rubric Scoring

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

Domain 1 Rating	+	Domain 2 Rating	/2 =	Final Rating
	+		/2 =	

### Student Learning Scoring

A-F Accountability Grade	
Grade (A, B, C, D, or F)	Points (A=4, B=3, C=2, D or F=1)
Administrative SLO	
SLO 1 Rating (Circle One)	Exceeded Met Did Not Meet
SLO 2 Rating (Circle One)	Exceeded Met Did Not Meet
Points	
Key for Points: Exceed both=4; Meets both=3; Meets only one=2; Meets neither=1	

### Final Rating

	Raw Score	x	Weight	Score
Rubric Rating			0.50	
A-F Accountability Grade (DOE)			0.30	
Admin. SLO Rating			0.20	
			Comprehensive Effectiveness Rating	

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

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

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

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Principal Signature

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

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

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

### Evaluator Signature

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

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

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

## Optional Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there are not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Date Developed:		Date Revised:	
Evaluator Approval	X		

Professional Growth Goal #1						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Professional Growth Goal #2						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

Professional Growth Goal #3						
Overall Goal: <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	Action Steps: <i>Include specific and measurable steps you will take to improve.</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
	Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
		Data:	Data:	Data:	Data:	
	Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
Data:		Data:	Data:	Data:		

## Appendix C – Indiana Principal Effectiveness Rubric

On the following page, you will find the Indiana Principal Effectiveness Rubric.



Indiana Department of Education

# Indiana Principal Effectiveness Rubric



## 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)
<b>1.1 Human Capital Manager</b>					
1.1.1	<b>Hiring and retention</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul>	<b>Principal recruits, hires, and supports teachers by:</b> <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>	<b>Principal recruits, hires, and supports effective teachers by:</b> <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>	<b>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</b> <ul style="list-style-type: none"> <li>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions<sup>1</sup>;</li> <li>Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>Rarely or never applying the school's vision/mission to HR decisions.</li> </ul>
1.1.2	<b>Evaluation of teachers</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<b>Principal prioritizes and applies teacher evaluations by:</b> <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>	<b>Principal prioritizes and applies teacher evaluations by:</b> <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>	<b>Principal <u>does not</u> prioritize and apply teacher evaluations by:</b> <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 processes outlined in the corporation evaluation plan for staff members.</li> </ul>

<sup>1</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	<b>Professional development</b>	<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 <u>does not</u> 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	<b>Leadership and talent development</b>	<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 <u>does not</u> 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	<b>Delegation</b>	<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 <u>does not</u> 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)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6	<b>Strategic assignment<sup>2</sup></b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.</li> </ul>	<b>Principal uses staff placement to support instruction by:</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>	<b>Principal uses staff placement to support instruction by:</b> <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>	<b>Principal <u>does not</u> use staff placement to support instruction by:</b> <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>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</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>	<b>Principal addresses teachers in need of improvement or ineffective by:</b> <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>	<b>Principal addresses teachers in need of improvement or ineffective by:</b> <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>	<b>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</b> <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>2</sup> This indicator obviously assumes there is ability of leader to make these decisions.

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>					
1.3.1	<b>Planning and Developing Student Learning Objectives</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>	<b>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</b> <ul style="list-style-type: none"> <li>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>Collaborating with teachers to identify standards or skills to be assessed;</li> <li>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>Helping teachers to assess baseline student 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>	<b>Principal supports the creation of Student Learning Objectives (SLOs) by:</b> <ul style="list-style-type: none"> <li>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>	<b>Principal <u>does not</u> support the creation of Student Learning Objectives by:</b> <ul style="list-style-type: none"> <li>Failing to organize/provide opportunities for teacher collaboration;</li> <li>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>
1.3.2	<b>Rigorous Student Learning Objectives</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</li> </ul>	<b>Principal creates rigor in SLOs by:</b> <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>	<b>Principal creates rigor in SLOs by:</b> <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>	<b>Principal creates rigor in SLOs by:</b> <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	<b>Instructional time</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>	<b>Principal supports instructional time by:</b> <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>	<b>Principal supports instructional time by:</b> <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>	<b>Principal <u>does not</u> support instructional time by:</b> <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</b>	<b>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 <u>does not</u> 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</b>	<b>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</b>	<b>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 <u>does not</u> 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>

2.1.4	Initiative and persistence	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"><li>– Exceeding typical expectations to accomplish ambitious goals;</li><li>– Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement;</li><li>– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement.</li></ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"><li>– Consistently achieving expected goals;</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>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"><li>– Achieving most, but not all expected goals;</li><li>– Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li><li>– Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement;</li><li>– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li></ul>	<p><b>Principal <u>does not</u> display initiative and persistence by:</b></p> <ul style="list-style-type: none"><li>– Rarely or never achieving expected goals;</li><li>– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li><li>– Rarely or never taking risks to support students in achieving results;</li><li>– Never seeking out potential partnerships.</li></ul>
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Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2 Building Relationships</b>					
<b>2.2.1</b>	<b>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 <u>does not</u> 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</b>	<b>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;</li> <li>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 <u>does not</u> 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</b>	<b>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 <u>does not</u> 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</b>	<b>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 <u>does not</u> 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</b>	<b>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 immovable.</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 <u>has not</u> 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</b>	<b>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 utilizes data by:</b> <ul style="list-style-type: none"> <li>– Occasionally supporting and/or orchestrating team collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul>	<b>Principal <u>does not</u> 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>

## Appendix G Professional Assistance Plan Document

**APPENDIX J-3**

P L F K L J D Q # F L W \ # D U H D # F K R R O V #

**PROFESSIONAL ASSISTANCE PLAN**

*Page 1*

Staff Member:

School:

Grade/Department:

Date:

Administrator:

MCEA Representative \_\_\_\_\_

1. Teacher-initiated goal:

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2. Administrator-initiated goal:

3. Plan of action, resources and assistance to be provided to achieve goals, including timeline:

A.

4. Dates to review progress toward plan of action:

P L F K L J D Q # F L W \ # D U H D # V F K R R O V #

**PROFESSIONAL ASSISTANCE PLAN***Page 2***5. List indicators of success**

A.

Teacher Comments:

Administrator Comments:

After review of the implementation of the plan of action, the administrator determines:

1. \_\_\_\_\_ the staff member be returned to the Professional Growth Plan
2. \_\_\_\_\_ the staff member remain in the Professional Assistance Program
3. \_\_\_\_\_ the staff member be moved into Notice of Deficiency

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MCEA Representative: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX J-4**

P L F K L J D Q # F L W \ # D U H D # W F K R R O V #

**PROFESSIONAL ASSISTANCE PLAN**

QUARTERLY REPORT

Staff Member:

School:

Grade/Department

Date:

Administrator:

MCEA Representative:

Summary of progress:

Teacher Comments:

Administrator Comments: .

After review of the implementation of the plan of action, the administrator determines:

1. \_\_\_\_\_ the staff member be returned to the Professional Growth Plan
2. \_\_\_\_\_ the staff member remain in the Professional Assistance Program
3. \_\_\_\_\_ the staff member be moved into Notice of Deficiency

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MCEA Representative: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX J-5**

P L F K L J D Q # F L W \ # U H D # F K R R O V #

**NOTICE OF DEFICIENCY***Page 1*

Staff Member \_\_\_\_\_ School \_\_\_\_\_

Grade/Department \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ MCEA Representative \_\_\_\_\_

1. Goal and objectives: \_\_\_\_\_

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2. Remediation plan (attach additional page (s) if necessary): \_\_\_\_\_

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3. Timeline for successful improvement: \_\_\_\_\_

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4. Dates to review remediation plan: \_\_\_\_\_

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P L F K L J D Q # L W \ # U H D # F K R R O V #

**NOTICE OF DEFICIENCY***Page 2*

Teacher Comments: \_\_\_\_\_

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Administrator Comments: \_\_\_\_\_

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After review of the implementation of the plan of action, the administrator determines:

1. \_\_\_\_\_ The staff member be placed on the Professional Growth Plan.
2. \_\_\_\_\_ The staff member be placed on the Professional Assistance Program.
3. \_\_\_\_\_ The staff member remain in the Notice of Deficiency for \_\_\_\_\_.
4. \_\_\_\_\_ The staff member be recommended for dismissal.

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MCEA Representative: \_\_\_\_\_ Date: \_\_\_\_\_

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P L F K L J D Q # F L W \ # D U H D # F K R R O V #

**NOTICE OF DEFICIENCY**

## QUARTERLY REPORT

Staff Member \_\_\_\_\_ School \_\_\_\_\_

Grade/Department \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ MCEA Representative \_\_\_\_\_

Teacher Comments: \_\_\_\_\_

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Administrator Comments: \_\_\_\_\_

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After review of the implementation of the plan of action, the administrator determines:

1. \_\_\_\_\_ the staff member be placed on the Professional Growth Plan
2. \_\_\_\_\_ the staff member be placed on the Professional Assistance Program
3. \_\_\_\_\_ the staff member remain in the Notice of Deficiency for \_\_\_\_\_
4. \_\_\_\_\_ the staff member be recommended for dismissal

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MCEA Representative: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix H TAG Plan



Book	Policy Manual
Section	3000 Professional Staff
Title	TEACHER APPRECIATION GRANTS
Code	po3220.01
Status	Active
Adopted	November 28, 2017
Last Revised	October 26, 2021

### 3220.01 - TEACHER APPRECIATION GRANTS

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

#### Definitions:

For purposes of this policy, the following definitions apply:

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

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

#### Distribution of Annual Teacher Appreciation Grants:

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

- A. employed in the classroom (including providing instruction in a virtual classroom setting);
- B. attained a year of service as a member of the bargaining unit for the prior school year;
- C. received a Highly Effective or an Effective rating on their most recently completed performance evaluation; and
- D. employed on December 1st of the year the Corporation receives the Teacher Appreciation Grant monies

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. To all Effective Teachers: A stipend as determined by the Superintendent
- B. To All Highly Effective Teachers: A stipend in the amount of twenty five percent (25%) more than the stipend give to Effective teachers.

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

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-1.5.

The Corporation shall distribute the stipends within 20 business days of the distribution date by the Indiana Department of Education of the Teacher Appreciation Grant monies to the School Corporation.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

Revised 3/27/18

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