

UNION TOWNSHIP SCHOOL CORPORATION

Certificated Employee Evaluation Plan

Every student, every day

John Hunter

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VALPARAISO, IN

TABLE OF CONTENTS

Purpose and Value	5
Performance Level Ratings	6
Models and Evaluation Tools	6
Trained Evaluators	7
Roles	7
Student Learning	7
Teachers	10
Components	11
Process	12
Scoring	12
Summative Evaluation Scoring	14
Athletic Director	17
Components	18
Process	18
Scoring	19
Summative Evaluation Scoring	20
Counselors	22
Components	23
Process	23
Scoring	24
Summative Evaluation Scoring	24
Media Specialist	25
Components	26
Process	26
Scoring	27
Summative Evaluation Scoring	29
Principals/Assistant Principals	31
Components	32
Process	32
Scoring	33
Summative Evaluation Scoring	35

Superintendent/Assistant Superintendent	37
Components	38
Process	38
Scoring	38
Summative Evaluation Scoring	39
 Appendix A	 40
Rubrics	

Purpose and Value

The 2011 Education Agenda put students first by focusing on those who strongly influence student learning. Union Township School Corporation's certificated employees are hard-working and devoted to the success of every student, every day. We desire to identify and reward greatness in our schools.

Fair, credible and accurate annual evaluations are needed to differentiate teacher and administrator performance and to support their professional growth. The evaluation tools selected for use in Union Township School Corporation comply with Senate Enrolled Act 1 and are fair, credible, and accurate. These evaluations:

- Are annual: Every certificated employee, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- Evaluations are student-focused. First and foremost, an effective educator helps students make academic progress. A thorough evaluations system includes multiple measures of performance, and growth data must be one of the key measures.
- Include Four Rating Categories: To retain our best educator, we need a process that can differentiate our best educators and give them the recognition they deserve. We want all educators to perform at the highest level. Thus, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.
- Are discussed annually with the Teachers Association prior to Board approval.

A meaningful evaluation system should reflect a set of core convictions about good instruction. These core beliefs are the premise of the tools selected by Union Township School Corporation:

- Nothing we can do for our students matter more than giving them effective educators. Research has proven this perpetually. When our educators succeed, our students succeed. We must support our educators by providing useful feedback and support, intervene when educators consistently perform poorly, and retain our excellent teachers, administrators, and counselors.
- Educators deserve to be treated like professionals. Unfortunately, many evaluation systems treat educators like interchangeable parts, rating all the same and failing to give the accurate, useful feedback needed to do the best work.
- A new evaluation system will make a positive difference in our everyday lives. Novice and veteran educators alike can look forward to detailed, constructive feedback, tailored to the individual needs of the 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.

The evaluation tools being used by UTSC were developed for three key purposes:

- To shine a spotlight on great leadership and teaching: Designed to assist schools and districts in their efforts to increase effectiveness in teaching and leadership.
- To provide clear expectations for teachers and principals: The rubric defines and prioritizes the actions that effective teachers and principals must engage in to lead breakthrough gains in student achievement.
- To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assessing school leadership and teacher effectiveness along four discrete ratings.

Performance Level Ratings

Each certificated employee will receive a preliminary rating at the end of the school year in one of performance levels:

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

Models and Evaluation Tools

Certificated educators in Union Township School Corporation will be evaluated annually using the following tools:

Teachers- A form of RISE as modified by UTSC (Special thanks to the committee: Phyllis Allison, Darlene Alonzo, Don Gandy, Karen Koch, Diane Kosakowski, Jerry Lasky, Rhonda LaVelle, Ruth Lavery, Cathy Taylor, Diana Reed, Paula Rukavina, Sharon Santiago, Jack Schimanski, Mike Stephens, and Chris Uskert
Counselors- Professional School Counselor Effectiveness Rubric

Media Specialist- Association of Indiana School Library Educators School Librarian Evaluation Rubric

Athletic Director- UTSC created rubric

Principals/Assistant Principals- RISE for Principals

Superintendent/Assistant Superintendent- Indiana Superintendent Evaluation Process created by ISBA/IAPSS

Trained Evaluators

The primary and secondary evaluators have been trained and will be used as follows:

Category	Primary	Secondary
Teachers/Counselors/Athletic Directors	Principals/Asst. Principals	Superintendent/ Assistant Superintendent
Principals	Superintendent/ Assistant Superintendent	
Assistant Superintendent	Superintendent	
Superintendent	School Board Members	

Evaluators are assigned by the Superintendent. All evaluators have received RISE training as provided by the Indiana Service Centers as sponsored by the Indiana Department of Education.

Roles

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.

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.

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

Remediation Plans

Employees rated as Needs Improvement or Ineffective will receive a written remediation plan as part of their summative conference. This plan will incorporate strategies and activities to improve their performance. Activities and strategies noted by the evaluator may be appropriate for Professional Growth Points for purposes of license renewal. These credits will be issued as the activities are completed.

Evaluation Plan Discussion

The Union Township School Corporation Evaluation Plan for Certified Staff shall be a written document which is reviewed and/or updated annually. This document will be taken to Discussion with the UTTA at either the August or September Meeting. Following Discussion with the Association, the Evaluation Plan will be explained and approved by the Union Township School Board prior to submission to the Indiana Department of Education.

TEACHERS

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. Student Learning- – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

The rubrics will consist of the following domains:

Teachers

Domain 1: Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Measurable Achievement Goals
- 1.3 Create Standards-based Lesson Plans and Assessments
- 1.4 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 Modify Instruction as Needed
- 2.5 Develop Higher Level of Understanding Through Relevant Instruction and Work
- 2.6 Maximize Instructional Time
- 2.7 Create Classroom Culture of Respect and Collaboration
- 2.8 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 Engage Families in Student Learning

Domain 4: Core Professionalism

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

Process

1. Observations

- a. Short- 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 will be scheduled if there are areas of concern. A teacher must receive written feedback within two school days following a short observation. Teachers will have a minimum of two short observations. Many evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.
- b. Extended- 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. Teachers will have a minimum of two extended observations per year.

2. Conferences

- 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, grade book, 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 conference, the teacher must be presented with written and oral feedback from the evaluator.

3. 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.

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.

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.

4. Other Data

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

Scoring

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

After the observation, 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. 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:

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. (See RISE Evaluator and Teacher Handbook p.16)

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

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

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. 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
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		2.25

The calculation here is as follows:

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

4. Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. 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 the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

Summative Evaluation Scoring

Review of Components

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

- 1) **Professional Practice**- Assessment of instructional knowledge and skills
Measure: Indiana Teacher Effectiveness Rubric (TER)

The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures in a final, summative score.

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 100%	=2.6

*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.

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.

In this example, the score of 2.85 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.

Negative Impact

Negative impact on student learning shall be defined as follows:

1. For classes measured by statewide assessments with growth model data, the department of education 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 class fails to demonstrate student learning or mastery of standards established by the state.

NEGATIVE IMPACT ON LOCALLY SELECTED ASSESSMENTS

School corporations are required to define negative impact on student learning for teachers. Definitions need to address three key areas:

1. Academic standards- the subject or content standards teachers are responsible for teaching.
2. Demonstration of mastery- the degree to which students will master the standards, and the method by which this mastery will be demonstrated and measured.
3. Significant number of students- The number of students assigned to a specific teacher who must fail to demonstrate mastery of the academic standards for a teacher to be identified as negatively impacting student learning.

SUMMATIVE RATING MODIFICATION WITH NEGATIVE IMPACT

A teacher demonstrating negative impact on student learning may only receive a summative rating of needs improvement or ineffective. A teacher rated 3.0 or higher prior to consideration of negative

impact will receive a rating as needs improvement. A teacher rated 2.5-2.9 prior to consideration of negative impact will receive a rating as ineffective.

Ineffective Ratings

Teachers receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the teacher within ten school days.

In addition to providing a remediation plan at the summative conference when a teacher is rated as ineffective, the building principal will identify the students in the teacher's class. The principal will then ensure assignment of these students to a teacher rated as effective or highly effective in the next school year/trimester. In the event student placement with a teacher rated as ineffective two years in a row is unavoidable, the principal will send written notification to the parents/guardians.

Athletic Director

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Wheeler Athletic Director Effectiveness Rubric.
2. Goals and Objectives

Process

For any given indicator, the athletic director may receive a score of 1 through 4 (4 being highly effective). The athletic director will self-reflect and indicate level of performance in each area. Discussion of each area will take place between the administrator and athletic director. Supporting data will be presented. The administrator will complete the final evaluation in conference with the athletic director.

To paint a complete picture of athletic director practice, the primary and secondary evaluators must collect multiple forms of evidence. These forms will include:

Direct Observation- Observing the athletic director "in action"

Athletic Director Reflections- The athletic director will self-reflect and indicate level of performance in each area

School Data- concrete results of the athletic director's work

Evaluators collect evidence on all competencies during observations and conferences throughout the year. The evaluation year begins with a conference to set Goals and Objectives. While two direct observations of at least 30 minutes are required, five are recommended throughout the year. Each direct observation will be followed by a conference within five days. An end of year conference will complete the evaluation year. Additional observations and feedback will be provided for new and struggling athletic directors.

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for the athletic director to assess his/her own performance and set development goals. In this sense, a professional development plan supports athletic directors who strive to improve performance, and can be particularly helpful for new directors. Only athletic directors 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.

The Athletic Director needing a professional development plan works 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 athletic director discuss the director's performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Wheeler High School Athletic Directors Rubric. Athletic Directors with professional development plans are required to use license renewal credits for professional development activities.

Scoring

LEADERSHIP OUTCOMES (70%)

Wheeler Athletic Director Rubric: This score is obtained from the evaluation rating from the Wheeler Athletic Director Rubric. The process for determining this is outlined in the rubric itself. It is weighted 50% of the athletic director's comprehensive rating.

The final professional practice rating will be calculated by the evaluator in a four step process.

1. Compile ratings and notes from multiple observations, drop-ins, 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. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the athletic director falls within each competency and use professional judgment to assign ratings. 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.

3. Use professional judgment to establish final ratings in Leadership Actions

After collecting evidence, the evaluator must assess where the athletic director falls within each of the ten domains. How the scores correlate to the rating categories is as follows:

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, ten domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

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

4. Average ten domain ratings into one final practice score.

At this point, each of the ten final domain ratings is averaged together to form one score.

The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures below.

$$3+2/2=2.5 \text{ final practice score}$$

Goals and Objectives Scoring

The alignment for goal achievement, rating category, and points is as follows:

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 Evaluation Scoring

Review of Components

The summative evaluation score will be based on the following components and measures:

- 1) **Professional Practice-** Assessment of leadership outcomes
Measure: Wheeler Athletic Director Effectiveness Rubric
- 2) **Goals and Objectives**

Weighting of Measures

Rubric 70%. Goals and Objectives 30%

ROLLING UP THE SCORE

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.70	
Goals Rating			-0.30	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the athletic director should be used for human resource decisions.

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.

Athletic Directors receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the athletic director within ten schools days.

Counselors

Components

The rubrics will consist of the following domains:

- Domain 1: Academic Achievement
- Domain 2: Student Assistance 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.

Process

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 will be presented. The administrator will complete the final evaluation in conference with the school counselor. The comment section may be used to explain any not observed (N/O) ratings. A written summary may also be attached.

To paint a complete picture of school counselor practice, the primary and secondary evaluators must collect multiple forms of evidence. These forms will include:

- Direct Observation- Observing the counselor "in action"
- School Counselor Reflections- The school counselor will self-reflect and indicate level of performance in each area
- Classroom Visits- Records of the school counselor's work as provided by the principal
- School Data- concrete results of the school counselor's work

Evaluators collect evidence on all competencies during observations and conferences throughout the year. The evaluation year begins with a conference to set goals and objectives. While two direct observations of at least 30 minutes are required, five are recommended throughout the year. Each direct observation will be followed by a conference within five days. An end of year conference will complete the evaluation year. Additional observations and feedback will be provided for new and struggling counselors.

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for counselors to assess their own performance and set development goals. In this sense, a professional development plan supports counselors who strive to improve performance, and can be particularly helpful for new counselors. Although every counselor is encouraged to set goals around his/her performance, only counselors 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.

Counselors 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 counselor discuss the counselor's performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Professional School Counselor Effectiveness Rubric. Counselors with professional development plans are required to use license renewal credits for professional development activities.

Counselors in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These counselors will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these counselors 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.

Scoring

The evaluator will use the rubric to score each indicator in the four domains. These ratings are then totaled to score each domain as follows:

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

Summative Evaluation Scoring

Once the evaluator calculates the score of each domain, the rating should correlate with one of the four rating categories as seen below.

Key	
72-180	Highly Effective
64-71	Effective
56-63	Improvement Necessary
0-55	Ineffective

Once the ratings are assigned to each domain, the evaluator will summarize the strengths of the school counselor and identify specific growth areas.

Counselors receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the counselor within ten school days.

Media Specialist

Components

All certificated educators will be evaluated on:

Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the AISLE School Librarian Evaluation Rubric. Media Specialists will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

The rubrics will consist of the following domains:

Domain 1: Purposeful Planning

Domain 2: Effective Instruction

Domain 3: Leadership

Domain 4: Core Professionalism

Process

1. Observations

- a. Short- 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 will be scheduled if there are areas of concern. A media specialist must receive written feedback within two school days following a short observation. The Media Specialist will have a minimum of three short observations, at least one per semester. Many evaluators may choose to visit libraries much more frequently than the minimum requirement specified here.
- b. Extended- 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. The Media Specialist will have a minimum of two extended observations per year.

2. Conferences

- a. Pre-Conferences- Pre-Conferences are not mandatory, but are scheduled by request of the Media Specialist or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, grade book, etc.), must be requested of the Media Specialist 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 conference, the Media Specialist must be presented with written and oral feedback from the evaluator.

3. 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 the new Media Specialist. Although every media specialist is encouraged to set goals around his/her performance, only media specialists 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.

The Media Specialist needing a professional development plan will 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 media specialist discuss the media specialist's performance thus far and adjust individual goals as necessary. Professional development goals should be directly *tied to areas of improvement* within the Rubric. The Media Specialist with professional development plans are required to use license renewal credits for professional development activities.

Media Specialists 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.

4. Other Data

Evaluators should collect material outside of the library to assess these domains. The Media Specialist should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on the Media Specialist 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

Scoring

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

After the observation, 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 media specialists interim ratings on specific competencies after observations, the process of mapping specific evidence to indicators provides media specialists a good idea of their performance on competencies prior to the end-of-year conference.

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

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

At the end of the school year, primary evaluators should have collected a body of information representing 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 media specialist during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the media specialist, 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 media specialists 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 media specialist, 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 media specialists 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 media specialist falls within each competency. Using all notes, the evaluator should assign each media specialist a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign 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 media specialists in different contexts and how media specialists 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 media specialist, using the information collected to support the final decision. At this point, each evaluator should have ratings in the first three domains that range from 1 (Ineffective) to 4 (Highly Effective).

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a media specialist 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 media

specialist and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a media specialist 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
Domain 1: Planning	3	30%	0.90
Domain 2: Instruction	2	40%	0.80
Domain 3: Leadership	3	30%	0.90
	Final Score		2.60

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 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 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 media specialist has not met the standards for any of the four indicators. If a media specialist has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the media specialist 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: Media Specialist meets all Core Professionalism standards. Final Rubric Score = 2.25

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

Scoring Requirement: 1 is the lowest score a media specialist can receive in the system. If, after deducting a point from the media specialist's final Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1.

The final Rubric score is then combined with the scores from the student learning measures in order to calculate a final rating.

Summative Evaluation Scoring

Review of Components

The summative evaluation score will be based on the following components and measures:

- 2) **Professional Practice-** Assessment of instructional knowledge and skills

Measure: AISLE School Librarian Evaluation Rubric

The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures in a final, summative score.

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

NOTE: Borderline points always round up.

In this example, the score of 2.85 maps to a rating of “Effective”. Primary evaluators should meet with media specialists in a summative conference to discuss all the information collected in addition to the final rating.

Media Specialists receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the media specialist within ten schools days.

Principals/ Assistant Principals

Components

All certificated educators will be evaluated on two major components:

1. Professional Practice- Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. Administrative Goals and Objectives

The rubrics will consist of the following domains:

Domain 1: Teacher Effectiveness

- 1.1 Human Capital Manager
- 1.2 Instructional Leadership
- 1.3 Leading Indicators of Student Learning

Domain 2: Leadership Actions

- 1.1 Personal Behavior
- 1.2 Building Relationships
- 1.3 Culture of Achievement

Process

To paint a complete picture of principal and assistant principal practice, the primary and secondary evaluators must collect multiple forms of evidence. These forms will include:

Direct Observation- Observing the principal "in action"

Indirect Observation- Observing the result of the principal's/assistant principal's work

Artifacts- Records of the principal's/assistant principal's work as provided by the principal

School Data- concrete results of the principal's/assistant principal's work

Evaluators collect evidence on all competencies during observations and conferences throughout the year. The evaluation year begins with a conference to determine and set Administrative Goals and Objectives. While two direct observations of at least 30 minutes are required, five are recommended throughout the year. Each direct observation will be followed by a conference within five days. An end of year conference will complete the evaluation year. Additional observations and feedback will be provided for new and struggling principals/assistant principals.

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for principals to assess their own performance and set development goals. In this sense, a professional development plan supports principals who strive to improve performance, and can be particularly helpful for new principals. 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.

Principals 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 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 RISE for Principals Rubric. Principals with professional development plans are required to use license renewal credits for professional development activities.

Principals in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These principals will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these principal 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.

Scoring

LEADERSHIP OUTCOMES (70%)

RISE Principal Effectiveness Rubric: This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 50% of the principal's comprehensive rating.

The final professional practice rating for RISE will be calculated by the evaluator in a four step process.

1. Compile ratings and notes from multiple observations, drop-ins, 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. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

2. Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. 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.

3. Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the principal falls within each in each of the two domains. How the scores correlate to the rating categories is as follows:

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, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision.

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

	D1:Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

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

At this point, each of the two final domain ratings is averaged together to form one score. The final rubric score feeds into a larger calculation for an overall summative rating including the student learning measures below.

$$3+2/2=2.5 \text{ final practice score}$$

ADMINISTRATIVE GOALS AND OBJECTIVES (30%)

Administrative Goals and Objectives: This is an opportunity for administrators to focus on teaching and learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 30% of the principal's comprehensive rating.

The guidelines for Administrative ~~Student~~ Goals and Learning Objectives are as follows:

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. Can be growth/improvement or achievement
6. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non-state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

Administrative Goals and Objectives Scoring

The alignment for goal achievement, rating category, and points is as follows:

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 Evaluation Scoring

Review of Components

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

- 1) **Professional Practice-** Assessment of leadership outcomes
Measure: Indiana Principal Effectiveness Rubric (PER)
- 2) **Goals and Objectives:** Contribution to academic progress
Measure: Administrative Teaching and Student Learning Objectives

ROLLING UP THE SCORE

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.70	
Admin. Goal Rating			0.30	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below. The rating category received by the principal should be used for human resource decisions. Principals receiving a rating as ineffective may request a conference with the superintendent by submitting their request in writing within five days of the summative evaluation conference. The superintendent shall schedule a conference with the principal within ten schools days.

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.

Superintendent/
Assistant
Superintendent

Components

The total evaluation score is comprised of three components:

Leadership Rubric	80%
Superintendent Goals/Objectives	20%

Each of the evaluation components must be weighted and the combined total of the three must equal 100%. It is recommended that the greater weight of the evaluation process be assigned to the rubric instrument. The percentage next to each of the three categories is to be determined by the Board and superintendent at the beginning of each evaluation period. The Assistant Superintendent's percentages will be the same as those used by the Board for the superintendent.

The rubrics will consist of the following domains:

- Domain 1: Human Resource Manager
- Domain 2: Instructional Leadership
- Domain 3: Personal Behavior
- Domain 4: Building Relationships
- Domain 5: Culture of Achievement
- Domain 6: Organization, Operational, and Resource Management

Process

The School Board will decide if the rubric will be completed by each Board Member individually or if the rubric will be completed together. The Superintendent will complete the rubric for the Assistant Superintendent. If done as individuals, every Board Member should place a check mark in the box that reflects his or her scores for every indicator in each of the six categories of the evaluation rubric. Marks in-between two boxes should not be counted. These scores will be entered into the Excel spreadsheet.

Scoring

Leadership Outcomes 80%

Effectiveness Rubric: This score is obtained from the evaluation rating from the

ISBA/IAPSS Rubric: Points for each indicator are determined using the Rubric as follows:

Highly Effective (HE)	4
Effective (E)	3
Improvement Necessary (I)	2
Ineffective (IN)	1

Superintendent/Assistant Superintendent Goals/Objectives 20%

This is an opportunity for superintendents/assistant superintendent to focus on individual goals/objectives mutually identified by the superintendent and the School Board or assistant superintendent and the superintendent that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance.

The guidelines for Goals/Objectives are as follows:

1. Must be collaboratively set by the evaluator and superintendent/assistant superintendent
2. Must be measureable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective or personal growth or achievement

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

Summative Evaluation Scoring

For summative scoring, once all three raw scores are determined, each score should be multiplied by its corresponding weight. Once each measure's score is calculated, all three scores are added together to create a final Comprehensive Effectiveness Rating. The chart below provides a layout for calculating the final rating.

	Raw Score	x	Weight	Score
Rubric Rating			0.80	
Goals/Objectives Rating			0.20	
			Comprehensive Effectiveness Rating	

Category Ratings

Once the evaluator calculates the Comprehensive Effectiveness Rating, the rating should correlate with one of the four rating categories as seen below.

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.

APPENDIX

A

Union Township School Corporation

Teacher Effectiveness Rubric

Purposeful Planning Teachers use Indiana content area standards to develop a 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.

1. _____ Utilize Assessment Data to Plan
 - 4-Teacher uses prior assessment data to formulate achievement goals and lesson plans that incorporate differentiated instructional strategies in planning to reach students at his/her level of understanding
 - 3-Teachers uses prior assessment data to formulate achievement goals and lesson plans
 - 2-Teacher seldom uses prior assessment data to plan
 - 1-Teacher does not use prior assessment data when planning
2. _____ Set Measurable Achievement Goals
 - 4-Teacher develops student achievement goals that are:
 - *Measurable*
 - *Includes benchmarks to help monitor learning and inform interventions throughout the year*
 - *Aligned to content standards yet addresses above grade level information*
 - 3- Teacher develops student achievement goals that are:
 - *Measurable*
 - *Includes benchmarks to help monitor learning and inform interventions throughout the year*
 - *Aligned to content standards*
 - 2- Teacher develops student achievement goals that are:
 - *Measurable*
 - 1-Teacher rarely develops achievement goals for the class, or goals are developed but are extremely general and not helpful
3. _____ Create Standards-Based Lesson Plans and Assessments
 - 4-Teacher plans daily lessons by:
 - *Identifying lesson objectives that are aligned to state content standards*
 - *Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives*
 - *Designing formative assessments that measure progress toward mastery and inform instruction*
 - *Plans for differentiated instruction strategies, anticipating where these will be needed to enhance instruction over a variety of plans*
 - *Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction*

- #### 4. _____ Track Student Data and Analyze Progress

- Planning Average (1-4) _____



1. _____ Develop student understanding and mastery of lesson objectives
 - 4-Teacher is highly effective at developing student understanding and mastery of lesson objectives.
 - *Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson*
 - *Objective is written in a student-friendly manner and/or explained to students in easy to understand terms*
 - *Importance of the objective is explained so that students understand why they are learning what they are learning*
 - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
 - Lesson is well-organized to move students towards mastery of the objective
 - Teacher effectively engages prior knowledge of students through connecting to lesson. Students demonstrate through work or comments that they understand this connection
 - 3-Teacher is effective at developing student understanding and mastery of lesson objectives
 - Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson
 - Objective is written in a student-friendly manner and/or explained to students in easy to understand terms
 - Importance of the objective is explained so that students understand why they are learning what they are learning
 - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students
 - Lesson is well-organized to move students towards mastery of the objective
 - 2-Teacher needs improvement at developing student understanding and mastery of lesson objectives
 - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but are not aligned with standards or are not measurable
 - Objective is stated, but not in a student friendly manner that leads to understanding
 - Teacher attempts explanation of importance of objective but students fail to understand
 - Lesson generally does not build on prior knowledge of students or students fail to make connection
 - Organization of the lesson is not connected to mastery of the objective
 - 1-Teacher is ineffective at developing student understanding and mastery of lesson plans
 - There is not a clear connection between the objective and lesson, or teacher fails to share this connection with students

- Teacher fails to discuss importance of objective
- There is no effort to connect objective to prior knowledge
- Lesson is disorganized and does not lead to mastery of objective

2. _____ **Demonstrate and Clearly Communicate Content Knowledge to Students**

- 4-Teacher is highly effective at demonstrating and clearly communicating content knowledge to students
 - *Teacher demonstrates content knowledge and delivers content that is factually correct*
 - *Content is clear, concise and well-organized*
 - *Teacher restates and rephrases instruction in multiple ways to increase understanding*
 - *Teacher uses developmentally appropriate language and explanations*
 - *Teacher implements relevant instructional strategies*
 - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding
 - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest
 - Explanations spark student excitement and interest in the content
 - Students participate in each others' learning of content through collaboration during lesson
 - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level
- 3-Teacher is effective at demonstrating and clearly communicating content knowledge to students
 - Teacher demonstrates content knowledge and delivers content that is factually correct
 - Content is clear, concise and well-organized
 - Teacher restates and rephrases instruction in multiple ways to increase understanding
 - Teacher uses developmentally appropriate language and explanations
 - Teacher implements relevant instructional strategies
- 2-Teacher needs improvement at demonstrating and clearly communicating content knowledge to students
 - Teacher delivers content that is factually correct
 - Content occasionally lacks clarity and is not well organized
 - Teacher fails to restate or rephrase instruction in multiple ways to increase understanding
 - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key issues
 - Explanations lack developmentally appropriate language
 - Teacher does not implement new and improved instructional strategies

- 1-Teacher is ineffective at demonstrating and clearly communicating content knowledge to students
 - Teacher delivers content that is factually incorrect
 - Explanations are unclear or incoherent and fail to build student understanding of key concepts
 - Teacher continues with planned instruction, even when it is evident that students are not understanding content
 - Teacher does not emphasize main ideas, and students are often confused about content
 - Teacher fails to use developmentally appropriate language

- 3. _____ Engage Students in Academic Content
 - 4-Teacher is highly effective at engaging students in academic content
 - *75% or more of students are actively engaged in content*
 - *Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to lesson objectives*
 - *Teacher sustains the attention of the class by maintaining a dynamic presence*
 - *Ways of engaging with content reflect different learning modalities or intelligences*
 - *Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged*
 - *ELL and IEP students have the appropriate accommodations to be engaged in content*
 - Teacher provides ways to engage content that significantly promotes student mastery of the subject
 - Teacher provides differentiated ways of engaging with content specific to individual student needs
 - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do
 - Teacher effectively integrates technology as a tool to engage students in academic content
 - 3-Teacher is effective at engaging students in academic content
 - 75% or more of students are actively engaged in content
 - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to lesson objectives
 - Teacher sustains the attention of the class by maintaining a dynamic presence
 - Ways of engaging with content reflect different learning modalities or intelligences
 - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged
 - ELL and IEP students have the appropriate accommodations to be engaged in content
 - 2-Teacher needs improvement at engaging students in academic content

- Fewer than 75% of students are engaged in content
 - Teacher methods are not aligned to lesson objective or mastery of content
 - Teacher misses opportunities to provide ways of differentiating content for student engagement
 - Teacher does not modify instruction for students who lack prerequisite skills.
 - Students do not participate in the lesson in appropriate manner
 - 1-Teacher is ineffective at engaging students in academic content
 - Fewer than 50% of students are engaged in content
 - Teacher only provides one way of engaging content
 - Teacher does not differentiate instruction to target different learning modalities
 - ELL and IEP students are not provided with necessary accommodations to engage in content
4. _____ Modifying Instruction as Needed
- 4-Teacher is highly effective at checking for understanding and modifying instruction
 - *Teacher checks for understanding at key moments*
 - *Teacher gains enough information during checks for understanding to modify the lesson*
 - *Teachers uses a variety of methods to check for understanding*
 - *Teacher uses wait time effectively*
 - *Teacher systematically assesses student's mastery of the objectives at the end of each lesson through formal or informal assessments*
 - Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions
 - Teacher anticipates student misunderstandings and preemptively addresses them
 - Teacher uses open-ended questions to surface common misunderstandings, assess student mastery of material and differentiate instruction accordingly
 - 3-Teacher is effective at checking for understanding and modifying instruction
 - Teacher checks for understanding at key moments
 - Teacher gains enough information during checks for understanding to modify the lesson
 - Teacher differentiates delivery of instruction based on checks and assessment data
 - Teachers uses a variety of methods to check for understanding
 - Teacher uses wait time effectively
 - Teacher systematically assesses student's mastery of the objectives at the end of each lesson through formal or informal assessments
 - Teacher addresses misunderstandings with different techniques if the first attempt is not successful

- 2-Teacher needs improvement at checking for understanding and modifying instruction
 - Teacher seldom checks for understanding
 - Teacher gets a general pulse of the class' understanding but does not modify instruction accordingly
 - Teacher does not use a variety of methods to check for understanding
 - Teacher does not provide enough wait time after posing a question
 - Teacher does not use student mastery assessment data to adapt subsequent lesson planning
 - Teacher persists in using a particular technique for responding to misunderstanding, even when it is not succeeding
 - 1-Teacher is ineffective at checking for understanding and modifying instruction
 - Teacher does not check for understanding
 - Teacher does not get an accurate pulse of the class' understanding
 - Teacher frequently moves on with content before students have a chance to respond to questions
 - Teacher rarely/never assesses student mastery at the end of the lesson
 - Teacher does not modify instruction even when student mastery is lacking
5. _____ Develop Higher Level of Understanding through Relevant Instruction and Work
- a. 4-Teacher is highly effective at developing a higher level of understanding through relevant instruction and work
 - i. *Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning*
 - ii. *Teacher shows patience and helps students to work toward objective even when faced with difficult tasks*
 - iii. Students pose higher-level questions
 - iv. Teacher highlights examples of student work that meets high expectations
 - v. Teacher encourages student interest with additional opportunities to apply and build skills beyond expected lesson elements
 - b. 3-Teacher is effective at developing a higher level of understanding through relevant instruction and work
 - i. Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning
 - ii. Teacher shows patience and helps students to work toward objective even when faced with difficult tasks
 - c. 2-Teacher needs improvement at developing a higher level of understanding through relevant instruction and work
 - i. Lesson is not accessible or challenging for students
 - ii. Teacher does not use questioning as an effective tool to increase understanding

- Application and practice of concepts is not evident in student work load
 - Student work load is not congruent with practice needed to master concept
 - 1-Teacher is ineffective at developing a higher level of understanding through relevant instruction and work
 - Lesson is not aligned with developmental level of students
 - Teacher does not use questioning as an effective tool
 - Students have few opportunities to meaningfully practice or apply concepts
 - Teacher does not encourage students to persist through difficult tasks
 - Student work load is not appropriate for lesson
6. _____ Maximize Instructional Time
- a. 4-Teacher is highly effective at maximizing instructional time
 - i. Class starts on time
 - ii. Routines, transitions, and procedures are well-executed
 - iii. Students are on-task and follow instructions of teacher without prompting
 - iv. Disruptive behaviors and off-task conversations are rare. When they occur, they are addressed without interruption to the lesson
 - v. Students share responsibility for operations and routines and work well together to accomplish tasks
 - b. 3-Teacher is effective at maximizing instructional time
 - i. Class starts on time
 - ii. Routines, transitions, and procedures are executed
 - iii. Students are on-task and follow instructions of teacher without much prompting
 - iv. Disruptive behaviors and off-task conversations are rare. When they occur, they are addressed without major interruption to the lesson
 - c. 2-Teacher needs improvement at maximizing instructional time
 - i. Class often starts late
 - ii. Routines, transitions and procedures are in place, but require significant teacher direction and prompting to be followed
 - iii. Students are left without meaningful work to keep them engaged
 - iv. Teacher delegates lesson time inappropriately
 - v. Significant prompting from the teacher is necessary for students to follow instructions and remain on task
 - vi. Disruptive behaviors and off-task conversations occur; they may not be addressed in an effective manner.
 - d. 1-Teacher is ineffective at maintaining instructional time
 - i. Teacher frequently starts class late
 - ii. There are not evident routines or procedures in place.
 - iii. Students are unclear about what they should be doing and require significant direction from the teacher at all times

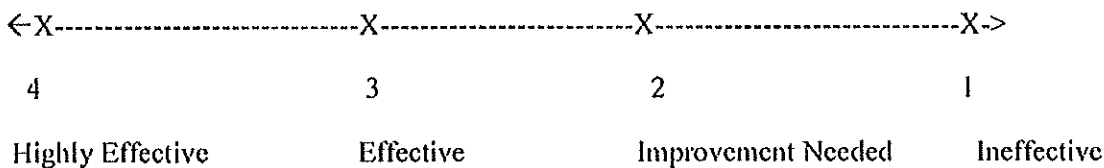
- There are significant periods of time in which students are not engaged in meaningful work
- Students frequently do not follow directions and are off-task
- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson
- Classroom management is generally poor and wastes instructional time

7. _____ Create Classroom Culture of Respect and Collaboration

- 4-Teacher is highly effective at creating a classroom culture of respect and collaboration
 - *Students are respectful of their teacher and peers*
 - *Students are given opportunities to collaborate and support each other in the learning process*
 - *Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior*
 - *Teacher has a good rapport with students and shows a genuine interest in their thoughts and opinions*
 - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance
 - Students reinforce positive character and behavior and discourage negative behavior amongst themselves
- 3-Teacher is effective at creating a classroom culture of respect and collaboration
 - Students are respectful of their teacher and peers
 - Students are given opportunities to collaborate and support each other in the learning process
 - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior
 - Teacher has a good rapport with students and shows a genuine interest in their thoughts and opinions
- 2-Teacher needs improvement at creating a classroom culture of respect and collaboration
 - Students occasionally act out or need to be reminded of classroom norms
 - Students are given opportunities to collaborate, but need significant assistance from teacher to work together
 - Teacher focus' on the behavior of a few students, while ignoring others
- 1-Teacher is ineffective at creating a classroom culture of respect and collaboration
 - Students are disrespectful of teacher or peers
 - Students are not given opportunities to collaborate
 - Teacher rarely praises positive behavior
 - Teacher does not address negative behavior appropriately

8. _____ **Set High Expectations for Academic Success**

- 4- Teacher is highly effective at setting high expectations for academic success
 - *Teacher sets high expectations for students of all levels*
 - *Students are invested in their work and value academic success*
 - *The classroom is a safe place to take on challenges and risk failure*
 - *Teacher celebrates high quality academic work*
 - *Students participate in forming academic goals for themselves and analyzing their progress*
 - *Student comments and actions demonstrate they are excited about their work and understand why it is important*
- 3-Teacher is effective at setting high expectations for academic success
 - *Teacher sets high expectations for students of all levels*
 - *Students are invested in their work and value academic success*
 - *The classroom is a safe place to take on challenges and risk failure*
 - *Teacher celebrates high quality academic work*
- 2-Teacher needs improvement at setting high expectations for academic success
 - *Teacher sets challenging expectations for some, but not for all*
 - *Students occasionally spend time off-task*
 - *Students are unwilling to ask for help in class*
- 1-Teacher is ineffective at setting high expectations for student success
 - *Teacher does not set high expectations for students*
 - *Students are off-task, un-focused, or refuse to work*
 - *Students make discouraging comments about their academic aptitude*
 - *Teacher does not praise academic work*



Instruction Average (1-4) _____

Teacher Leadership (1-4) Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

1. _____ Contribute to School Culture

- 4-Teacher is highly effective at contributing to the school culture
 - Teacher contributes ideas and expertise to further the schools' mission and initiatives
 - Teacher dedicates time, when needed, to helping students and peers outside of class
 - Teacher seeks out leadership roles
- 3-Teacher is effective at contributing to the school culture
 - Teacher contributes ideas and expertise to further the schools' mission and initiatives
 - Teacher dedicates time, when needed, to helping students and peers
- 2-Teacher needs improvement at contributing to the school culture
 - Teacher seldom contributes ideas and expertise to further the school's mission and initiatives
 - Teacher seldom dedicates time to helping students and peers
- 1-Teacher is ineffective at contributing to the school culture
 - Teacher does not contribute ideas or expertise to further the school's mission and initiatives
 - Teacher does not dedicate time toward helping students or peers

2. _____ Collaborate with Peers

- 4-Teacher is highly effective at collaborating with peers
 - Teacher seeks out situations in which they can coach peers
 - Teacher takes on leadership roles within the school
- 3-Teacher is effective at collaborating with peers
 - Teacher participates in opportunities to work with and learn from others
 - Teacher asks for assistance, when needed, and provides assistance to others in need
- 2-Teacher needs improvement at collaborating with peers
 - Teacher participates in collaborative settings when directed to
 - Teacher does not assist colleagues
- 1-Teacher is ineffective at collaborating with peers
 - Teacher does not participate in collaborative settings
 - Teacher isolates themselves from the school team

3. _____ Seek Professional Skills and Knowledge

- 4-Teacher is highly effective at seeking professional skills and knowledge
 - Teacher regularly shares newly learned knowledge and practices with others

- Teacher seeks out opportunities to lead professional development sessions
- 3-Teacher is effective at seeking professional skills and knowledge
 - Teacher actively pursues opportunities to improve
 - Teacher seeks out way to implement new practices into instruction
 - Teacher welcomes constructive feedback
- 2-Teacher is needs improvement at seeking professional skills and knowledge
 - Teacher attends all mandatory professional development meetings
 - Teacher does not accept constructive feedback well
- 1-Teacher is ineffective at seeking professional skills and knowledge
 - Teacher rarely attends professional development opportunities
 - Teacher shows little interest in new ideas, programs or classes to improve teaching and learning

4. _____ Engage Families in Student Learning

- 4-Teacher is highly effective at engaging families in student learning
 - Teacher builds opportunities for family engagement into the learning environment
 - Teacher proactively reaches out to families to engage them in student learning
- 3-Teacher is effective at engaging families in student learning
 - Teacher is available to address concerns in a timely and positive manner
 - Teacher responds promptly to contact from families
 - Teacher engages in all forms of parent outreach required by the school
- 2-Teacher needs improvement at engaging families in student learning
 - Teacher only responds to parent initiated contacts
- 1-Teacher is ineffective at engaging families in student learning
 - Teacher rarely or never reaches out to families
 - Teacher rarely responds to contact from parents



Leadership Average (1-4) _____

Rubric Scoring

	Rating (1-4)	Weight	Weighted Rating
Planning		10%	
Instruction		75%	
Leadership		15%	
			Final Score=

Core Professionalism- If a teacher has met standards in each of the four indicators; the score does not change from the above table. If the teacher did not meet standards in any one or more of the four indicators, he or she automatically has a one point deduction from the final score.

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

Overall Score - _____

4= Highly Effective

3=Effective

2=Improvement Necessary

1=Ineffective

WHEELER HIGH SCHOOL ATHLETIC DIRECTOR EVALUATION

The Athletic Director will be evaluated annually, utilizing the attached instrument.

The purpose of the evaluation is to be a constructive process resulting in professional development and improvement. If the Athletic Director needs improvement then an improvement plan will be written that includes timelines for meeting improvement goals. Failure to achieve a specified improvement area could serve as a basis for dismissal.

Dimensions of Constructive Leadership Evaluation

Effective Date: _____

Evaluator: Principal

Position: Athletic Director

DIMENSION 1: Resilience					
Leadership Subcategory	Highly Effective	Effective	Improvement Necessary	Ineffective	Comments
Constructive reaction to disappointment and failure					
Willingness to admit error and learn from it					
Constructive management of disagreement with leadership and policy decisions					
Constructive management of dissent from subordinates					
Explicit improvement of specific performance areas, after considering the previous leadership evaluation					

DIMENSION 2: Personal Behavior					
Integrity					
Emotional self-control					
Compliance with legal and ethical requirements in relationship with employees					
Compliance with legal and ethical requirements in relationships with students					
Tolerance of different points of view within the boundaries of the values and mission of the organization					
Organization, including calendar, desk, office and building(s)					

Teacher/AD Initials _____

DIMENSION 3: Athletic Achievement					
Leadership Subcategory	Highly Effective	Effective	Improvement Necessary	Ineffective	Comments
Athletic achievement results					
Athletic achievement reporting to students, parents, teachers and school leaders					
Use of athletic achievement data to make instructional leadership decisions					
Understanding of student requirements and academic standards					
Understanding of present levels of athletic performance based on consistent assessments reflecting local and state athletic standards					
Decisions in coach assignment, course content, schedule and student curriculum based on specific needs for improved athletic achievement					

DIMENSION 4: Decision Making					
Factual basis for decisions, including specific reference to internal and external data on athletic achievement and objective data on curriculum, teaching practices, and leadership practices					
Clear identification of decision-making structure, including which decisions are made of consensus and which are made by the leader with advice from others					
Decisions linked to vision, mission, and strategic priorities					
Decisions evaluated for effectiveness and revised when necessary					

DIMENSION 5: Communication					
Two-way communication with student-athletes					
Two-way communication with coaching staff					
Two-way communication with parents and community					

Teacher/AD Initials _____

DIMENSION 6: Coaches Development					
Understanding of coaching proficiencies and needs for further development					
Individual consideration of coaching needs linked to vision, mission, and strategic priorities					

Leadership Subcategory	Highly Effective	Effective	Improvement Necessary	Ineffective	Comments
Personal participation in leading professional development initiatives					
Congruence of strategic objectives and professional development content					
Recognition and rewards strategically linked to most-important coaching staff behaviors					
Inclusion of coaching staff in decision making, including collaboration and advice on major leadership decisions					
Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance					

DIMENSION 7: Leadership Development					
Strong assistant administrators who are capable of immediately assuming leadership responsibility in this school or other buildings					
Consistent identification of potential future leaders					
Evidence of delegation and trust in subordinate leaders					

DIMENSION 8: Time/Task/Project Management					
Consistent maintenance of daily prioritized task list					
Choices for time management focused on the most-important priorities					
Clear objectives and coherent plans for complex projects					
History of completion of projects on schedule and within budget					

Teacher/AD Initials _____

DIMENSION 9: Technology					
Demonstrated use of technology to improve athletic administration and coaching					
Personal proficiency in electronic communication					
Coherent management of technology resources, technology staff, and information					

DIMENSION 10: Learning					
Personal understanding of research trends in athletic education and leadership					
Evidence of personal growth and learning					

Teacher/AD Initials _____

Student Learning Objective (SLO): 20% of Total Calculation				
School-Wide Data	4-Highly Effective	3-Effective	2-Improvement Necessary	1-Ineffective
Student/Athlete GPA	Student/Athletes maintain an overall average GPA of 3.1 or higher.	Student/Athletes maintain an overall average GPA of 2.5-3.099.	Student/Athletes maintain an overall average GPA of 2.0-2.499.	Student/Athletes maintain an overall average GPA of 1.99 or below.
Graduation Rate	90% of the student/athletes graduate within four years.	80-89% of the student/athletes graduate within four years.	70-79% of the student/athletes graduate within four years.	69% or fewer of the student/athletes graduate within four years.
Add SLO score and divide by 2.		SLO Score: _____		
A-F Accountability Grade: 30% of Total Calculation				
A-F School Accountability Grade	School receives an accountability grade of A	School receives an accountability grade of B	School receives an accountability grade of C	School receives an accountability grade of D or F.
		A-F Score: _____		

Athletic Director

Date

Principal

Date

Professional School Counselor Effectiveness Rubric
2011

- 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 all 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 all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of 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 school and community resources; and implements any prevention programming for students.	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	
72-80	Highly Effective
64-71	Effective
56-63	Improvement Necessary
0-55	Ineffective

Strengths

Additional documentation may be attached.

Specific Growth Areas

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.

Association of Indiana School Library Educators

School Librarian Evaluation Rubric



This document is endorsed by the Association for Indiana School Library Educators (AISLE). Any adaptation of it must be used with permission from AISLE. Please contact Robyn Young (ryoung@avon-schools.org) or Denise Keogh (dkeogh@tcsc.k12.in.us).

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

AISLE School Librarian Evaluation Rubric
Allowable Modifications to the School Librarian Evaluation Rubric

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

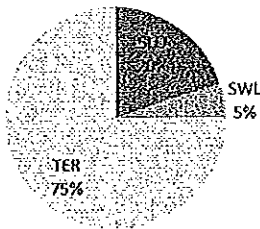
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)
SLO=Student Learning Objective
SWL=School-Wide Learning Measure

AISLE School Librarian Evaluation Rubric

Domain 1: Purposeful Planning

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Demonstrating knowledge of literature and current trends in library practice and information technology	Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. - Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.	School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. - Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.	School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. - Librarian reads journals to learn about current trends.	School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
	Notes 1.1 1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals. 2. Current trends - Librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues <i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i>	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. <i>-The goal for the program is communicated with appropriate stakeholders.</i>	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. <i>- The goal for the program is established by not communicated with appropriate stakeholders.</i>	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.
	Notes 1.2 1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.				
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
	Notes 1.3 1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.				

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	Developing and implementing a plan to evaluate the library program	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
Notes 1.4 1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.					
1.5	Establishing a culture for investigation and love of literature	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	Organize physical space to enable smooth flow	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users:	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	Notes 1.7 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian. The collection is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	Notes 1.8 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

AISLE School Librarian Evaluation Rubric

Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

For Competencies 2.2 through 2.5, In order to be highly effective, each competency says that the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	Creating an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

AISLE School Librarian Evaluation Rubric

2.2	Demonstrate and Clearly Communicate Content Knowledge to Students	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. - Librarian may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language
Notes 2.2 1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.					

AISLE School Librarian Evaluation Rubric

2-3	Engage Students in Academic Content	Librarian is highly effective at engaging students in academic content For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian provides ways to engage with content that significantly promotes student mastery of the objective - Librarian provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Librarian effectively integrates technology as a tool to engage students in academic content	Librarian is effective at engaging students in academic content - More than 3/4 of students are actively engaged in content at all times and not off-task - Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Librarian sustains the attention of the class by maintaining a dynamic presence - Ways of engaging with content reflect different learning modalities or intelligences - Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Librarian needs improvement at engaging students in academic content - Fewer than 3/4 of students are engaged in content and many are off-task - Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Librarian may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Librarian is ineffective at engaging students in academic content - Fewer than 1/2 of students are engaged in content and many are off-task - Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Librarian does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content
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AISLE School Librarian Evaluation Rubric

	Notes 2,3 1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson. 2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity. 3. Engagement is defined as on-task behavior. 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. 4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.
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AISLE School Librarian Evaluation Rubric

2.4	Check for Understanding	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian 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) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	School librarian is effective at checking for understanding. - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian 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)	School librarian needs improvement at checking for understanding. - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly - Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian 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 - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	School librarian is ineffective at checking for understanding. - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson - Librarian 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 - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson
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AISLE School Librarian Evaluation Rubric

ALISE SCHOOL Librarian Evaluation Rubric

	Notes 2.4 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: • Checks for Understanding: thumbs up/down, cold-calling • Do Now's/Bell Ringers • Turn and Talk/Pair Share • Guided or Independent Practice • Exit Slips										
2.5	<table><tr><th>Modify Instruction as Needed</th><th>School librarian is highly effective at modifying instruction as needed.</th><th>School librarian is effective at modifying instruction as needed.</th><th>School librarian needs improvement at modifying instruction as needed.</th><th>School librarian is ineffective at modifying instruction as needed.</th></tr><tr><td></td><td> For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: • Librarian anticipates student misunderstandings and preemptively addresses them • Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement </td><td> - Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful </td><td> - Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian 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 - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding </td><td> - Librarian 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 - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding </td></tr></table>	Modify Instruction as Needed	School librarian is highly effective at modifying instruction as needed.	School librarian is effective at modifying instruction as needed.	School librarian needs improvement at modifying instruction as needed.	School librarian is ineffective at modifying instruction as needed.		For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: • Librarian anticipates student misunderstandings and preemptively addresses them • Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian 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 - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Librarian 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 - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding
Modify Instruction as Needed	School librarian is highly effective at modifying instruction as needed.	School librarian is effective at modifying instruction as needed.	School librarian needs improvement at modifying instruction as needed.	School librarian is ineffective at modifying instruction as needed.							
	For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: • Librarian anticipates student misunderstandings and preemptively addresses them • Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs - Librarian responds to misunderstandings with effective scaffolding techniques - Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Librarian 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 - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	- Librarian 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 - Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding							

AISLE School Librarian Evaluation Rubric

2.6	Maximize Instructional Time	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - All students are on-task and follow instructions of Librarian without much prompting	School librarian is effective at maximizing instructional time. - Routines, transitions, and procedures are well-executed. - Almost all students are on-task and follow instructions of librarian without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	School librarian needs improvement at maximizing instructional time. - Routines, transitions, and procedures are in place. - Significant prompting from the librarian is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem	School librarian is ineffective at maximizing instructional time. - There are few or no evident routines or procedures in place. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time
2.7	Assisting students in the use of technology in the Media Center	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
	Notes 2.7 1. The overall Indicator of success here is that operationally, the library 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.				
2.8	Collaborating with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

AISLE School Librarian Evaluation Rubric

2.9	Engaging students in enjoying literature and in learning multiple literacy skills	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
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AISLE School Librarian Evaluation Rubric

Domain 3: Leadership

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

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
Notes 3.1		1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.			
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
Notes 3.2		1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.			
3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

AISLE School Librarian Evaluation Rubric

3.4	Advocate for Student Success	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	Preparing and submitting reports and budgets	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	Communicating with the larger community	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	Participating in a professional community	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

AISLE School Librarian Evaluation Rubric

3.8	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
	Notes 3.8 1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.				

AISLE School Librarian Evaluation Rubric

Domain 4: Core Professionalism

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

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

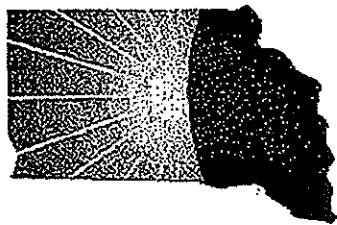
*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.
2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.
3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

AISLE School Librarian Evaluation Rubric

Works Cited

- Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.
- Empowering learners: guidelines for school library media programs*. Chicago, Ill.: American Association of School Librarians, 2009. Print.
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RISE

Evaluation and
Development System

Indiana Department of Education

Indiana Principal Effectiveness Rubric

Table of Contents

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

Overview

What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

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

Who developed the Principal Effectiveness Rubric?

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

What research and evidence support the Principal Effectiveness Rubric?

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

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting 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 *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

How Is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

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

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

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

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

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

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

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

The devil is in the details. Even the best principal evaluation tool can be undermined by poor implementation. Successful implementation of the Principal Effectiveness Rubric will require a focus on four core principles¹:

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

¹ Informed by The New Teacher Project's *The Widget Effect* (2009).

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)	Not Effective (1)
1.1 Human Capital Manager					
1.1.1 Hiring and retention	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; - Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; - Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	Principal recruits, hires, and supports teachers by: - Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; - Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; - Aligning personnel decisions with the vision and mission of the school.	Principal recruits, hires, and supports effective teachers by: - 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; - Demonstrating ability to increase some teachers' effectiveness; - Occasionally applying the school's vision/mission to HR decisions.	Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: - Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; - Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; - Rarely or never applying the school's vision/mission to HR decisions.	
1.1.2 Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	Principal prioritizes and applies teacher evaluations by: - Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; - Following processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal prioritizes and applies teacher evaluations by: - Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to partially differentiate the performance of teachers; - Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Principal does not prioritize and apply teacher evaluations by: - Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Rarely or never using teacher evaluation to differentiate the performance of teachers; - Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.	

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

Final – 8/1/2012

Competency	Highly Effective (4)	Effective (3)	Developing (2)	Satisfactory (1)
1.1.3 Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: — Frequently creating learning opportunities in which highly effective teachers support their peers; — Monitoring the impact of implemented learning opportunities on student achievement; — Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities by: — Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; — Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. — Providing differentiated learning opportunities to teachers based on evaluation results.	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: — Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; — Providing learning opportunities with little variety of format; — Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: — Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; — Providing no variety in format of learning opportunities; — Failing to provide professional learning opportunities based on evaluation results.
1.1.4 Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: — Encouraging and supporting teacher leadership and progression on career ladders; — Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; — Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: — Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; — Providing formal and informal opportunities to mentor emerging leaders; — Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Principal develops leadership and talent by: — Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; — Providing formal and informal opportunities to mentor some, but not all, emerging leaders; — 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.	Principal does not develop leadership and talent by: — Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; — Rarely or never provides mentorship to emerging leaders; — Providing no support and encouragement of leadership and growth; — Frequently assigns responsibilities without allocating necessary authority.
1.1.5 Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: — Encouraging and supporting staff members to seek out responsibilities; — Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: — Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; — Monitoring the progress towards success of those to whom delegations have been made; — Providing support to staff members as needed.	Principal delegates tasks and responsibilities appropriately by: — Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; — Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; — Providing support, but not always as needed.	Principal does not delegate tasks and responsibilities appropriately by: — Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; — Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; — Rarely or never providing support.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6 Strategic assignment ³	At level 4, a principal fulfills the criteria for level 3 and additionally: - Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that complement individual strengths and minimize weaknesses.	Principal uses staff placement to support instruction by: - 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; - Strategically assigning support staff to teachers and classes as necessary to support student achievement.	Principal uses staff placement to support instruction by: - 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.	Principal does not use staff placement to support instruction by: - Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of improvement or ineffective	At level 4, a principal fulfills the criteria for level 3 and additionally: - Staying in frequent communication with teachers on remediation plans to ensure necessary support; - Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: - Developing remediation plans with teachers rated as ineffective or in need of improvement; - Monitoring the success of remediation plans; - Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: - Occasionally monitoring the success of remediation plans; - Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal does not address teachers in need of improvement or ineffective by: - Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; - Rarely or never monitoring the success of remediation plans; - Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

³ This indicator obviously assumes there is ability of leader to make these decisions.

Instructional Leadership				Instructional Leadership				Instructional Leadership				Instructional Leadership			
1.2 Instructional Leadership				1.2 Instructional Leadership				1.2 Instructional Leadership				1.2 Instructional Leadership			
1.2.1	Mission and vision	At level 4, a principal fulfills the criteria for Level 3 and additionally: - Defining long, medium, and short-term application of the vision and/or mission; - Monitoring and measuring progress toward the school's vision and/or mission; - Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; - 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.	Principal supports a school-wide instructional vision and/or mission by: - Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; Instructional goal(s); - Defining specific instructional and behavioral actions limited to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; - 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.	Principal supports a school-wide instructional vision and/or mission by: - Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; Instructional goal(s); - Making significant key decisions without alignment to the vision and/or mission; - 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.	Principal does not support a school-wide instructional vision and/or mission by: - Failing to adopt a school-wide instructional vision and/or mission; - Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.										
1.2.2	Classroom observations	At level 4, a principal fulfills the criteria for Level 3 and additionally: - 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; - Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: - Visiting all teachers frequently (announced and unannounced) to observe instruction; - Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; - Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Principal uses classroom observations to support student academic achievement by: - Occasionally visiting teachers to observe instruction; - Occasionally analyzing student performance data to drive instruction evaluate instructional quality; - Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: - Rarely or never visiting teachers to observe instruction; - Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; - Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.										
1.2.3	Teacher collaboration	At level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring collaborative efforts to ensure a constant focus on student learning; - Tracking best collaborative practices to solve specific challenges; - Holding collaborating teams accountable for their results.	Principal supports teacher collaboration by: - Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; - Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: - Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; - Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices.	Principal does not support teacher collaboration by: - Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; - Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; - Rarely or never aligning teacher collaborative efforts to instructional practices.										

Completion	Effectiveness (4)	Effectiveness (3)	Improvement (2)	Unacceptable (1)
1.3 Leading Indicators of Student Learning 1.3.1 Planning and Developing Student Learning Objectives	At level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; - Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; - Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; - Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; - Revisiting the use and design of teacher and school-wide tracking tools.	Principal supports the planning and development of Student Learning Objectives (SLOs) by: - Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; - Collaborating with teachers to identify standards or skills to be assessed; - Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing student learning; - Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; - Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. - Utilizing a tracking tool to monitor school-wide progress on SLOs; - Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	Principal supports the creation of Student Learning Objectives (SLOs) by: - Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; - Occasionally collaborating with teachers to identify standards or skills to be assessed; - Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; - Working with teachers only occasionally throughout the year to measure progress towards goals; - Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	Principal does not support the creation of Student Learning Objectives by: - Failing to organize/provide opportunities for teacher collaboration; - Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; - Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2 Rigorous Student Learning Objectives	At level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; - 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.	Principal creates rigor in SLOs by: - Ensuring teachers' SLOs define desired outcomes; - Ensuring assessments used correspond to the appropriate state content standards; - Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; - Ensuring an analysis of previous year's student data is included in the development of SLOs; - Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	Principal creates rigor in SLOs by: - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	Principal creates rigor in SLOs by: - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards.
1.3.3 Instructional time	At level 4, a principal fulfills the criteria for Level 3 and additionally: Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; - Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Principal supports instructional time by: - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	Principal does not support instructional time by: - Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

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.

Component	Behavioral Indicator	Effective (3)	Developing (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1 Professionalism	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; - Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	Principal displays professionalism by: - Modeling professional, ethical, and respectful behavior at all times; - Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Principal supports professionalism by: - Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; - Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal <u>does not</u> support professionalism by: - Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; - Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2 Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; - Monitoring use of time to identify areas that are not effectively utilized;	Principal manages time effectively by: - Establishing yearly, monthly, weekly, and daily priorities and objectives; - Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	Principal manages time effectively by: - Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; - Occasionally prioritizes activities unrelated to student achievement.	Principal manages time effectively by: - Rarely or never establishing timely objectives or priorities; - Regularly prioritizing activities unrelated to student achievement;
2.1.3 Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated. - Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	Principal uses feedback to improve student performance by: - Actively soliciting feedback and help from all key stakeholders; - Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: - Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; - Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal <u>does not</u> use feedback to improve student performance by: - Regularly avoiding or devaluing feedback; - Rarely or never applying feedback to shape priorities.

2.1.4	Initiative and persistence	At level 4, a principal fulfills the criteria for Level 3 and additionally: - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - 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.	Principal displays initiative and persistence by: - Consistently achieving expected goals; contributing to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Principal displays initiative and persistence by: - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; - Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Principal <u>does not</u> display initiative and persistence by: - Rarely or never achieving expected goals; Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.
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Competency		EFFECTIVE (3)		IMPROVING (2)		INEFFECTIVE (1)	
2.2.2 Building Relationships:		At Level 4, a principal fulfills the criteria for level 3 and additionally:		Principal creates an organizational culture of urgency by:		Principal does not create an organizational culture of urgency by:	
2.2.1	Culture of urgency	- Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	- Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; - Leading a relentless pursuit of these expectations.	- Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; - Occasionally leading a pursuit of these expectations.	- Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations; - Failing to identify the efforts of students and teachers, thus unable to align these efforts.		
2.2.2	Communication	- At Level 4, a principal fulfills the criteria for level 3 and additionally: - To the extent possible, messaging key concepts in real time; - Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; - Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	- Principal skillfully and clearly communicates by: - Messaging key concepts, such as the school's goals, needs, plans, success, and failures; - Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; - Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	- Principal skillfully and clearly communicates by: - Messaging most, but not all, key concepts; interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; - Utilizing a limited number of means and approaches to communication.	- Principal does not skillfully and clearly communicate by: - Rarely or never messaging key concepts; - Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; - Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.		
2.2.3	Forging consensus for change and improvement	- At Level 4, a principal fulfills the criteria for level 3 and additionally: - Guides others through change and addresses resistance to that change; - Monitors the success of strategies and revises based on strengths and weaknesses; - Creates cultural changes that reflect and support building a consensus for change.	- Principal creates a consensus for change and improvement by: - Using effective strategies to work toward a consensus for change and improvement; - Systematically managing and monitoring change processes; - Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	- Principal creates a consensus for change and improvement by: - Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; - Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.	- Principal does not create a consensus for change and improvement by: - Failing to identify areas in which agreement and/or consensus is necessary; - Rarely or never managing or developing a process for change and/or improvement; - Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.		

Competency 2.3 Culture of Achievement				Performance Indicators			Objective (1)	
				Effective (3)	Effective (2)	Effective (1)		
2.3.1	High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	— Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; — Benchmarking expectations to the performance of the state's highest performing schools; — Creating systems and approaches to monitor the level of academic and behavior expectations; — Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	— Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; — Empowering students to set high and demanding expectations for themselves; — Ensuring that students are consistently learning, respectful, and on task; — Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; — Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	— Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; — Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	— Accepting poor academic performance and/or student behavior; — Failing to set high expectations or sets unrealistic or unattainable goals.		
2.3.2	Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	— Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	— Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	— Creating academic goals that are nearing the rigor required to meet the school's academic goals; — Creating academic goals but occasionally deviates from these goals in the face of adversity.	— Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; — Consistently sets and abandons ambitious academic goals.		
2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	— Data used as basis of decision making is transparent and communicated to all stakeholders; — Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	— Orchestrating frequent and timely team collaboration for data analysis; — Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	— Occasionally supporting and/or orchestrating team collaboration for data analysis; — Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	— Rarely or never organizing efforts to analyze data; — Rarely or never applying data analysis to develop action plans.		

Allowable Modifications to RISE Principal Evaluation System

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* (*see below).

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 whole school 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), 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".

*It is possible to adopt the RISE Teacher Evaluation System in conjunction with, OR separately from, the RISE Principal Evaluation System. Naming guidelines for labels apply.

Indicator		Highly Effective (4)		Effective (3)		Improvement Necessary (2)		Ineffective (1)	
1.0 Human Resource Manager – The superintendent uses the role of human resource manager to drive improvements in building leader effectiveness and student achievement.									
1.1	The superintendent effectively recruits, hires, assigns, and retains school leaders.	The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation. The superintendent consistently considers school or corporation goals when making personnel decisions.		The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent routinely considers school or corporation goals when making personnel decisions.		The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader. The superintendent occasionally considers school or corporation goals when making personnel decisions.		The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader. The superintendent does not consider school or corporation goals when making personnel decisions.	
1.2	The superintendent creates a professional development system for school leaders based on strengths and needs.	The superintendent has in place a system of professional development that is based on individual administrator needs. The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.		Some effort has been made to provide professional development to meet the needs of individual administrators.		The superintendent is aware of the individual needs of administrators, but professional development is only provided in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.		Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs.	
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities. Administrators throughout the corporation refer to the superintendent as a mentor.		The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.		The superintendent has provided some training to an emerging school leader.		There is no evidence of effort to develop any leadership skills in others.	

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 The superintendent provides evidence of delegation and trust in subordinate leaders.	Employees throughout the corporation are empowered to do their jobs. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation. Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.
1.5 The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis. The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition. The superintendent balances individual recognition with team and corporation-wide recognition. Informal and formal positive feedback is linked to corporation goals.	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided.	The superintendent provides no informal or formal feedback to the administrative team.

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

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

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

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

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community. The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.	The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged. The superintendent engages in open discussion with the school board on a consistent basis.	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals. Adequate background material is provided to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals. Limited background material is provided.	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

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

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4 The superintendent provides responsible fiscal stewardship.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities. The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. Minimal data is produced to support reallocated resources.	The superintendent does not demonstrate sound, fiscal stewardship.
6.5 The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.