



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

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

School Corporation Name	Springs Valley Community Schools
School Corporation Number	6160
Evaluation Plan Website Link	www.svalley.k12.in.us

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

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

Instructions:

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

Submission:

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

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	12

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

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	11
Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	n/a
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	11

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

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development	11

Designation in Rating Category

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

Feedback and Remediation Plans

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	11-12
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	11-12
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	11-12
Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	12

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	12
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	12

Springs Valley Community School Corporation (6160)

498 S. Larry Bird Blvd.
French Lick, Indiana 47432

Springs Valley Modified RISE Evaluation and Development System

Mission of SVCS

To: Inspire, Prepare, Achieve, and Succeed

Vision for Instruction

Our vision at SVCS is to inspire the greatest academic achievement from our students and to prepare them for success in the future, while instilling teamwork, self-discipline, perseverance, leadership, and moral character. Our staff is dedicated to continued improvement through diverse instructional approaches, best practices, and maximizing technologies. Student success is driven through partnerships fostered between parents, school, and the community. SVCS functions in a fiscally responsible manner, serving a diverse population in a safe, secure learning environment.

Purpose

The purpose of the professional growth and evaluation model adopted by the Springs Valley Community School Corporation is to ensure quality instruction for all of our students and to foster growth and reflection among our teaching staff. The process is designed to support teachers and administrators as they work to provide quality instruction and educational experiences for our students.

It is the responsibility of our teaching staff to continually work toward improvement in instruction and the responsibility of our administrators to support and assist the teaching staff in that work. Professional development is an ongoing process which includes collaboration with colleagues, goal setting, self-evaluation, and reflection.

As stated in the RISE model, we believe . . .

- **Nothing we can do for our students matters more than giving them effective teachers.**
Without effective evaluation systems, we cannot identify and retain excellent teachers, provide useful feedback and support, or intervene when necessary.
- **Teachers deserve to be treated like professionals.**

The Springs Valley Modified RISE model provides teachers with regular feedback on their performance, opportunities for professional growth, and recognition of exceptional work. We are committed to providing evaluations that are fair, accurate, and consistent based on multiple factors.

- **An effective evaluation system will make a positive difference in teachers' professional lives.** All teachers will receive detailed, constructive feedback tailored to their individual needs and the needs of their students. Principals will regularly communicate with teachers to discuss their areas of success and areas of needed improvement, to set professional goals, and to create professional growth plans to help meet those goals.

Annual Evaluations

Teacher Status

All certificated employees will be evaluated annually (*IC 20-28-11.5-4 (c) (1)*). The following table provides more detail. See appendices for detailed descriptions of levels of performance.

Observation Schedule

Beginning of Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year &/or Beginning of Succeeding Year
Beginning of Year Conference ▪ Admin trains new teachers on RISE ▪ Qualifying teachers write PD plan w/primary evaluator	Short Observation #1 Other short observations as needed occur throughout the year Extended Observation				Summative Evaluation Conference ▪ Primary Evaluator gives feedback ▪ Final rating assigned when all data available
	Mid-Year Conference (as needed) ▪ Primary evaluator gives feedback to date ▪ Qualifying teachers re-visit progress on PD plan				

Established and Professional teachers (minimum)

Observation Type			Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Extended			40 min.	1/yr (min)	Optional	Yes	Within 5 days	Optional
Short			10 min.	1/yr (min)	No	No	Within 2 days	No

Probationary Teachers

Observation Type	Length (min.)	Frequency	Pre Conference	Post Conference	Written Feedback	Announced?
Extended	40 min.	2/yr (min)	Optional	Yes	Within 5 days	Optional
Short	10 min.	1/yr (min)	No	No	Within 2 days	No

Established Teacher

All teachers under contract in the Springs Valley Community School Corporation prior to July 1, 2012 will begin the 2021-22 school year as an established teacher.

Probationary Teacher

After June 30, 2011, a teacher who:

- * serves under contract as a teacher in a public school corporation;
- * has not received a rating in an evaluation under IC 20-28-11.5 or receives a rating of ineffective in an evaluation under IC 20-28-11.5;
- * has not at any time before July 1, 2012, entered into a teaching contract for further service with the school corporation; and
- * has not received three (3) ratings in a five (5) year period of effective or highly effective in an evaluation under IC 20-28-11.5 shall be considered a probationary teacher.

Professional Teacher

After June 30, 2011, a teacher who receives a rating of:

- * effective, highly effective; or a combination of both in an evaluation under IC 20-28-11.5 for at least three (3) years in a five (5) year or shorter period becomes a professional teacher by entering into a contract with a public school corporation.

Principals in buildings that share teachers will determine the primary evaluator and secondary evaluators, if desired.

The superintendent or equivalent authority for the school corporation will conduct a pre-evaluation planning session with building principals.

Objective Measures of Student Achievement

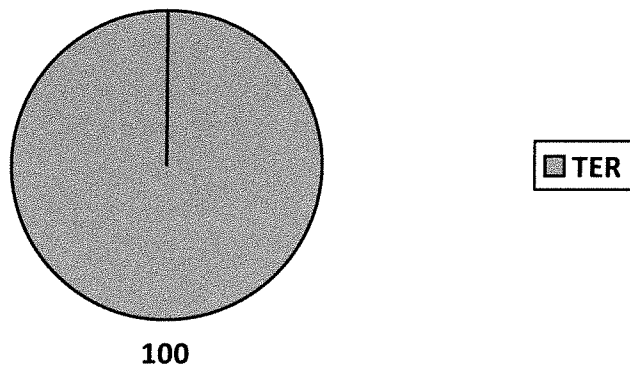
According to *IC 20-28-11.5* all teacher evaluation models must include three key components:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on his or her performance on an annual basis.
- **Include Four Rating Categories:** To retain our best teachers and principals, we need a process that can fully differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are

achieving the greatest success and give support to those who are new or struggling.

- **Rigorous Measures of Effectiveness:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, including observations and other performance indicators.

Evaluation Metrics for Teachers



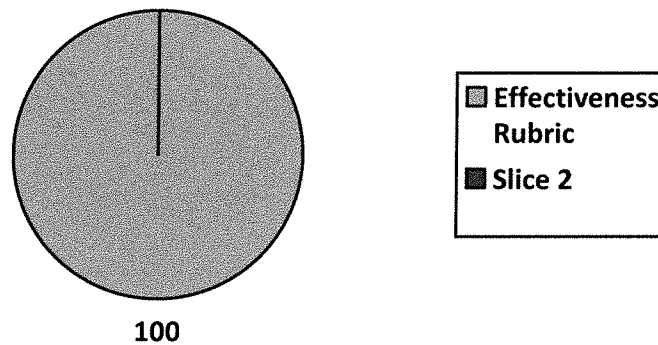
TER

The Teacher Effectiveness Rubric score is obtained from the evaluation rating from the Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighed at 100% of the comprehensive rating.

Effectiveness Rubric is rated as follows:

- Highly Effective=4
- Effective=3
- Improvement Necessary=2
- Ineffective=1

Evaluation Metrics for Athletic Director, Guidance Counselor, and Speech Language Pathologist Positions



Effectiveness Rubric (100%)

Effectiveness rubric score is obtained from the evaluation rating from the Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighed at 75% of the comprehensive rating.

Effectiveness Rubric is rated as follows:

Highly Effective=4

Effective=3

Improvement Necessary=2

Ineffective=1

Rigorous Measures of Effectiveness

Certificated Employee	Evaluation Tool	Evaluator
Teacher	SV Modified Rise (Appendix A)	Principals trained as primary and secondary evaluators
Athletic Director	Athletic Director Evaluation (Appendix B)	Principals trained as primary and secondary evaluators
Counselor	Professional School Counselor Effectiveness Rubric (Appendix C)	Principals trained as primary and secondary evaluators
Speech Language Pathologist	SLP Evaluation Rubric (Appendix D)	Principals trained as primary and secondary evaluators

Principal/ Asst.	RISE Principal Effectiveness Rubric (Appendix E)	Superintendent trained as evaluator
Superintendent	ISBA/IAPSS Indiana Superintendent Evaluation (Appendix F)	School Board
Certified Technology Personnel	Certified Technology Personnel Evaluation Rubric (Appendix G)	Principals trained as primary and secondary evaluators

Designation in Rating Category

Performance Level Ratings

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

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

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:

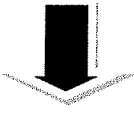
1. Compile ratings and notes from observations, conferences, and other sources of information.



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



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



4. Incorporate Core Professionalism rating.

Each step is described in detail below.

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

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

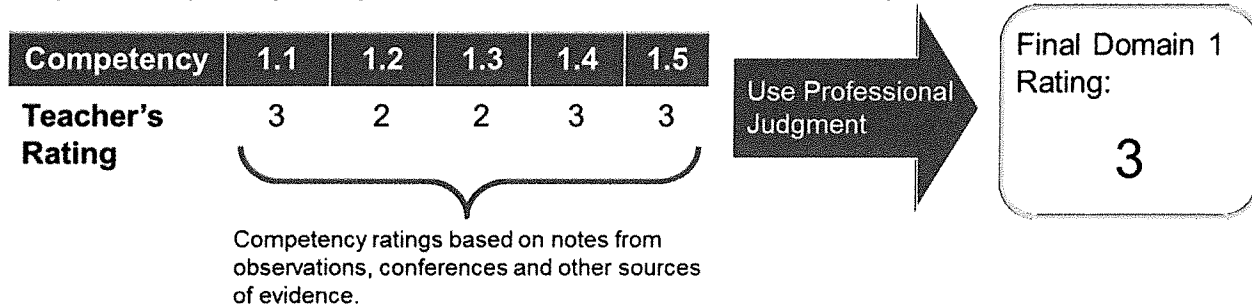
Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea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

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

After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final,

three domain ratings should reflect the body of information available to the evaluator. In the end-of year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

Example of Competency Ratings for Domain 1 and the Final Domain Rating



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

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

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

3. Use Established Weights to Roll-up Three Domains 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. In order for the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1 point deduction from the final score in step 3.

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

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

Scoring Requirement: 1 is the lowest score a teacher can receive in the Springs Valley Modified 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 school wide accountability grade in order to calculate a final rating.

The Springs Valley Modified RISE helps school leaders identify those teachers who need extra support to help their students succeed.

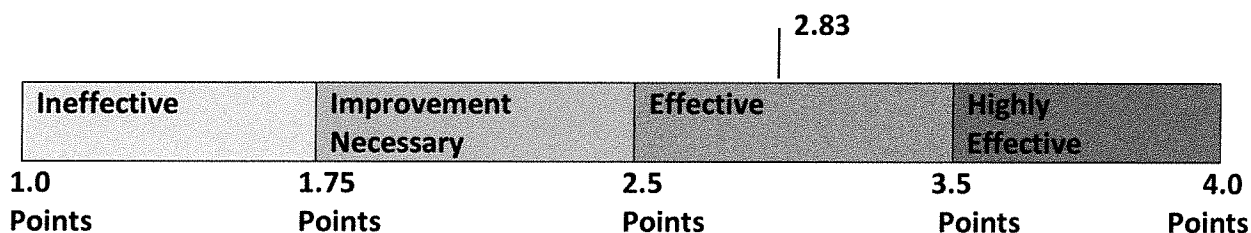
Groups Who May Need Extra Support	Methods of Support
New teachers especially those in their first year	• Professional Development Plans • More frequent extended or short observations • Regular pre and post conferencing with observations • Mid-year conference to check-in on overall progress
Teachers who were rated "Improvement Necessary" or "Ineffective" on the previous year's summative evaluation	
Teachers in danger of receiving "Improvement Necessary" or "Ineffective" ratings in the current year.	

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

Below is an example from a Group 1 teacher:

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	3.1	X 75%	=2.33
School-wide Learning Measure	2	X 25%	=0.50
Sum of the Weighted Scores			2.83

*To get the final weighted score, simply sum the weighted scores for each component. The final weighted score is then translated into a rating on the following scale.



Note: Borderline points always round up.

The final summative score for this teacher would be 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 Modifier: 511 IAC 10-6-4(c) defines Negative Impact on student learning as follows: (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. For any educator determined to negatively impact student growth as defined, the summative evaluation rating shall not be Effective or Highly Effective and shall be adjusted to a Needs Improvement or Ineffective rating. For explanations of ratings category designation for other certificated employees, see appendices B-F.

5. Evaluation Feedback

Training will take place with all certified staff. New teachers to the district and beginning teachers will be provided the same training at either the building level or the corporation level. Documents necessary for the implementation of the evaluation process will be provided to new staff to ensure that they have a clear understanding of the process during that induction period.

Feedback will be provided to all certificated employees as follows:

Short Observations: verbal or written feedback within two school days.

Extended Observations: verbal and written feedback within five school days

Summative Evaluations: one-on-one conference with each teacher to discuss summative rating for the school year.

If an employee is rated either “improvement necessary” or ineffective”, the certificated employee will be placed on a professional development plan developed by administrators. The employee is expected to show improvement in all identified areas of need within a 90-day time frame.

6. Evaluators

Training for Staff Responsible for Evaluation

Administrators and any other personnel responsible for conducting staff evaluations will attend DOE training designed for evaluators using the RISE model. Ongoing training and support in evaluation skills will be provided so that administrators will have a clear sense of the competencies measured in each domain. Areas of training will include the following: observation skills, student learning objectives, conferencing and feedback, professional development plans, and summative scoring.

Primary Evaluator: The person chiefly responsible for the summative evaluation of a teacher. This evaluator is responsible for collecting evidence themselves and reviewing evidence collected by any secondary evaluators. Each teacher has only one primary evaluator. In our corporation, the principal is the primary evaluator for each of the teachers in his/her buildings.

Secondary Evaluator: An evaluator who may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Each teacher may have more than one secondary evaluator.

7. Feedback and Remediation Plans

Evaluators will provide feedback to certificated employees within two school days of the observation. Completed evaluations will be provided to certificated employees not later than seven business days after the evaluation is completed.

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the employee will develop a remediation plan to include not more than 90 school days in length to correct the deficiencies noted in the certificated employee’s evaluation. It will require the use of the employee’s license renewal credits or points in professional development activities intended to help

the employee achieve an effective rating on the next performance evaluation. A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or his designee not later than five days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or his designee.

8. Instruction Delivered by Teachers Rated Ineffective

Per law (*IC 20-28-11.5-7*), a student may not be instructed for two consecutive years by two consecutive teachers, each of whom was rated as ineffective in the school year immediately before the school year in which the student is placed in the respective teacher's class.

If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether this applies to the teacher.

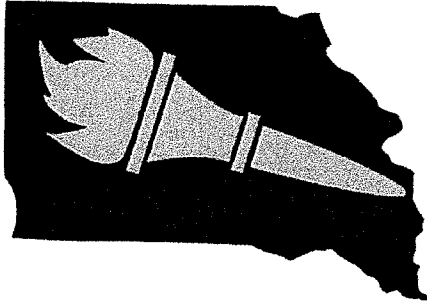
If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective. The parent must be notified by principals before the start of the second consecutive school year.

9. Process for Discussion and Explanation of the Evaluation Plan

The written evaluation plan will be discussed with the Springs Valley Teachers Organization and then explained to the Board of School Trustees in a public meeting prior to any evaluations being conducted in accordance with *IC 20-28-11.5-4*(1) and (2).

Document A

Appendix A



RISE

Evaluation Model

Indiana Teacher Effectiveness Rubric 3.0



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

DOMAIN 1: PURPOSEFUL PLANNING

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

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

1.4	Create Objective-Driven Lesson Plans and Assessments	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	Based on unit plan, 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 towards mastery and inform instruction Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction	Based on unit plan, teacher plans daily lessons by: - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. Teacher may not: - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: Develop student understanding and mastery of lesson objectives	Teacher is highly effective at developing student understanding and mastery of lesson objectives <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students can explain what they are learning and why it is important, beyond repeating the stated objective - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	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	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 may not be aligned to standards or 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 this connection - Organization of the lesson may not always be connected to mastery of the objective	Teacher is ineffective at developing student understanding and mastery of lesson objectives - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: Demonstrate and Clearly Communicate Content Knowledge to Students	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - 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 the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	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 emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	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 as well organized as it could be - Teacher may fail 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 takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious 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 - Teacher does not implement new and improved instructional strategies learned via professional development

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	Teacher is highly effective at engaging students in academic content <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - 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	Teacher is effective at engaging students in academic content - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - 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 - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	Teacher needs improvement at engaging students in academic content - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher 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 teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	Teacher is ineffective at engaging students in academic content - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	Teacher is highly effective at checking for understanding <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher is effective at checking for understanding - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	Teacher needs improvement at checking for understanding - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	Teacher is ineffective at checking for understanding - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5: Modify Instruction As Needed	Teacher is highly effective at modifying instruction as needed <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Teacher anticipates student misunderstandings and preemptively addresses them - Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	Teacher is effective at modifying instruction as needed - Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful	Teacher needs improvement at modifying instruction as needed - Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students - Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding	Teacher is ineffective at modifying instruction as needed - Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students - Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques - Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding

Notes:

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

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

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: Maximize Instructional Time	Teacher is highly effective at maximizing instructional time <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher 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.	Teacher needs improvement at maximizing instructional time - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher 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 teacher may have to stop the lesson frequently to address the problem.	Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - 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 teacher to have to make adjustments to the lesson.

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	Teacher is highly effective at creating a classroom culture of respect and collaboration <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - 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	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 genuine interest in their thoughts and opinions	Teacher needs improvement at creating a classroom culture of respect and collaboration - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	Teacher is ineffective at creating a classroom culture of respect and collaboration - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations for Academic Success	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

Note:

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

DOMAIN 3: Teacher Leadership

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

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

3.4 Advocate for Student Success	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	Teacher will: - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs Teacher may not: - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5 Engage Families in Student Learning	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	Teacher will: - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school Teacher may not: - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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

Indicator	Does Not Meet Standard	Meets Standard
1 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

Appendix B

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Domain 1: Professionalism

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

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

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

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

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

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

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

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

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

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

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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

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

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

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

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

1.9 Fulfills professional responsibilities with honesty and integrity.

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

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

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

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

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

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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

Domain 2: Administrative Responsibilities

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

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

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

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

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

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

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

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

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

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Highly Effective (2.5.HE)	Effective (2.5.E)	Improvement Necessary (2.5.IN)	Ineffective (2.5.I)
2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.6.HE)	Effective (2.6.E)	Improvement Necessary (2.6.IN)	Ineffective (2.6.I)
2.7 Arranges school board approved transportation for athletic events.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.7.HE)	Effective (2.7.E)	Improvement Necessary (2.7.IN)	Ineffective (2.7.I)
2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.8.HE)	Effective (2.8.E)	Improvement Necessary (2.8.IN)	Ineffective (2.8.I)
2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.9.HE)	Effective (2.9.E)	Improvement Necessary (2.9.IN)	Ineffective (2.9.I)
2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.10.HE)	Effective (2.10.E)	Improvement Necessary (2.10.IN)	Ineffective (2.10.I)
2.11 Establishes procedures for the supervision and use of the training room.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.11.HE)	Effective (2.11.E)	Improvement Necessary (2.11.IN)	Ineffective (2.11.I)

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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

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

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

2.14 Coordinates the organization and operation of the press boxes.

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

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

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

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

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

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

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

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



2.18 Prepares and obtains signed game contracts.

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

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

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

2.20 Completes accurate financial records.

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

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

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

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

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

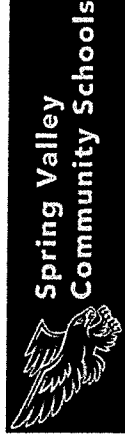
2.23 Informs the school board about program directions, problems and achievements.

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

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

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.24.HE)	Effective (2.24.E)	Improvement Necessary (2.24.IN)	Ineffective (2.24.I)
2.25 Performs other duties as the principal and/or district administrator may direct.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (2.25.HE)	Effective (2.25.E)	Improvement Necessary (2.25.IN)	Ineffective (2.25.I)

Domain 3: Sport Specific Duties

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

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

3.2 Examines all equipment and facilities before use.

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

3.3 Provides dressing rooms for visiting teams and game officials.

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

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

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

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

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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

Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.6.HE)	Effective (3.6.E)	Improvement Necessary (3.6.IN)	Ineffective (3.6.I)

3.7 Informs all coaches of all conference and state rules and regulations.

Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.7.HE)	Effective (3.7.E)	Improvement Necessary (3.7.IN)	Ineffective (3.7.I)

3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.

Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.8.HE)	Effective (3.8.E)	Improvement Necessary (3.8.IN)	Ineffective (3.8.I)

3.9 Supervises and observes coaching and maintains proper rapport with coaches.

Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.9.HE)	Effective (3.9.E)	Improvement Necessary (3.9.IN)	Ineffective (3.9.I)

3.10 Provides a system of evaluation and professional growth of coaches.

Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.10.HE)	Effective (3.10.E)	Improvement Necessary (3.10.IN)	Ineffective (3.10.I)

3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Highly Effective (3.11.HE)	Effective (3.11.E)	Improvement Necessary (3.11.IN)	Ineffective (3.11.I)
3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.12.HE)	Effective (3.12.E)	Improvement Necessary (3.12.IN)	Ineffective (3.12.I)
3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.13.HE)	Effective (3.13.E)	Improvement Necessary (3.13.IN)	Ineffective (3.13.I)
3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.			
Highly Effective	Effective	Improvement Necessary	Ineffective
Highly Effective (3.14.HE)	Effective (3.14.E)	Improvement Necessary (3.14.IN)	Ineffective (3.14.I)

Domain 4: Core Professionalism

4.1 Attendance

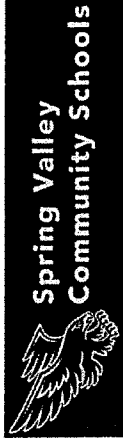
Meets Standard	Does Not Meet Standard
Individual has not demonstrated a pattern of unexcused absences. (4.1.M)	Individual demonstrates a pattern of unexcused absences. (4.1.DNM)

4.2 On-Time Arrival

Meets Standard	Does Not Meet Standard
----------------	------------------------

NIAAA Athletic Director Effectiveness Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

4.3 Policies and Procedures

Meets Standard

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

Does Not Meet Standard

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

4.4 Respect

Meets Standard

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

Does Not Meet Standard

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

Appendix C

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Domain 1: Academic Achievement

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success. (1.1.HE)	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)	The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)	The school counselor does not monitor academic achievement. (1.1.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (1.2.HE)	The school counselor regularly engages in professional development. (1.2.E)	The school counselor sporadically engages in professional development. (1.2.IN)	The school counselor does not engage in professional development. (1.2.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.HE)	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.E)	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.IN)	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans. (1.3.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE)	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN)	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)
1.5 The School Counselor Utilizes And Sequences Guidance Activities And Materials To Impact All Students' Academic Achievement.			
Highly Effective Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons. (1.5.HE)	Effective Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons. (1.5.E)	Improvement Necessary Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons. (1.5.IN)	Ineffective Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons. (1.5.I)
1.6 The School Counselor Supports All Students In Developmentally Appropriate Academic Preparation Essential For A Wide Variety Of Post Secondary Options.			
Highly Effective The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.HE)	Effective The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.E)	Improvement Necessary The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.IN)	Ineffective The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)
Domain 2: Student Assistance Services			
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.			
Highly Effective	Effective	Improvement Necessary	Ineffective

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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

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

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

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

Highly Effective

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

Effective

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

Improvement Necessary

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

Ineffective

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

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

Highly Effective

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

Effective

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

Improvement Necessary

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

Ineffective

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

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

Highly Effective

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

Effective

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

Improvement Necessary

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

Ineffective

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

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Domain 3: Career Development

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences. (3.1.HE)	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN)	The school counselor does not facilitate age-appropriate career development. (3.1.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills. (3.2.HE)	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized. (3.2.E)	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. (3.2.IN)	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used. (3.2.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.HE)	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information. (3.3.E)	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are rarely encouraged to use research and informational resources to obtain career information. (3.3.IN)	The counselor does not help students apply decision-making skills to career awareness, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information. (3.3.I)

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IN)	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)

Domain 4: Professional Leadership

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

Highly Effective	Effective	Improvement Necessary	Ineffective
The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks. (4.1.HE)	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)	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. (4.1.IN)	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community. (4.1.I)

4.2 The School Counselor Takes A Leadership Role As An Advocate Within The Counseling Department, The School Setting, And The Community.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders. (4.2.HE)	The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN)	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)

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.

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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.

Highly Effective	Effective	Improvement Necessary	Ineffective
The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.HE)	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed. (4.4.E)	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable. (4.4.IN)	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school. (4.4.I)

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

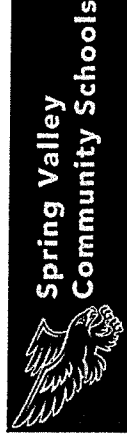
Highly Effective	Effective	Improvement Necessary	Ineffective
The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program. (4.5.HE)	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data. (4.5.E)	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program. (4.5.IN)	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. (4.5.I)

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

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Indiana School Counselor Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



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

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

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

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

Appendix D

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Domain 1: Purposeful Planning 1:01 Uses current and comprehensive content/specialty area knowledge for planning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (101.HE.1)	The school professional: (101.E.1)	The school professional meets most, but not all of the effective elements. (101.IN.1)	The school professional meets few or none of the effective elements. (101.I.1)
Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. (101.HE.2)	Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area. (101.E.2)		
	Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. (101.E.3)		
	Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. (101.E.4)		
	Provides planning that reflects understanding of general education curriculum. (101.E.5)		

1:02 Utilizes current and appropriate practices and procedures for screening

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (102.HE.1)	The school professional: (102.E.1)	The school professional meets most, but not all of the effective elements. (102.IN.1)	The school professional meets few or none of the effective elements. (102.I.1)
Provides strategies/resources to SLPs/parents for those students who do not qualify. (102.HE.2)	Administers, scores, analyzes and interprets results of screening protocols accurately. (102.E.2)		
or (102.HE.3)	Makes appropriate recommendations with regard to future testing. (102.E.3)		

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Develops a tracking system for follow-up screenings for one year. (102.HE.4)

Communicates results to parents, SLPs in a timely manner. (102.E.4)

1:03 Gathers appropriate information prior to determining evaluation procedures

Highly Effective

Effective

Needs Improvement

Ineffective

As well as meeting all of the effective elements, the school professional: (103.HE.1)

The school professional: (103.E.1)

The school professional meets most, but not all of the effective elements. (103.IN.1)

The school professional meets few or none of the effective elements. (103.I.1)

Includes all pertinent screening information into the body of evaluation report. (103.HE.2)

Uses Social and Developmental histories to gather information. (103.E.2)

Utilizes academic information including RTI data. (103.E.3)

Utilizes Hearing screening information. (103.E.4)

1:04 Chooses appropriate evaluation instruments

Highly Effective

Effective

Needs Improvement

Ineffective

As well as meeting all of the effective elements, the school professional: (104.HE.1)

The school professional: (104.E.1)

The school professional meets most, but not all of the effective elements. (104.IN.1)

The school professional meets few or none of the effective elements. (104.I.1)

Utilizes a variety of tools to address cultural and linguistic differences. (104.HE.2)

Uses tools, protocols and strategies that are the most current and evidence based. (104.E.2)

or (104.HE.3)

Utilizes strategies and tools that are age appropriate and related to the referral question(s). (104.E.3)

Uses an expanded and flexible battery of instruments for assessing students. (104.HE.4)

Matches academic concerns to selection of tests. (104.E.4)

1:05 Uses appropriate evaluation procedures

Highly Effective

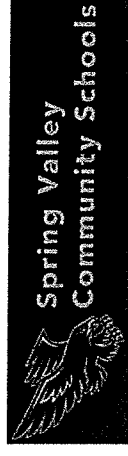
Effective

Needs Improvement

Ineffective

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



As well as meeting all of the effective elements, the school professional: (105.HE.1)	The school professional: (105.E.1)	The school professional meets most, but not all of the effective elements. (105.IN.1)	The school professional meets few or none of the effective elements. (105.I.1)
Supplements standardized measures with: - classroom observations. - curriculum based activities. - other educationally relevant measures that are aligned with academic standards. (105.HE.2)	Faithfully administers tests accurately and according to the directions outlined by the test. (105.E.2)		

Scores data from standardized assessment and other sources accurately. (105.E.3)

Appropriately analyzes and interprets information from standardized assessment and other measures. (105.E.4)

1:06 Interprets results and makes placement/service recommendations

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (106.HE.1)	The school professional: (106.E.1)	The school professional meets most, but not all of the effective elements. (106.IN.1)	The school professional meets few or none of the effective elements. (106.I.1)
Provides information to classroom SLPs and includes the potential impact on classroom learning. (106.HE.2)	Integrates all results from the evaluation process and develops clear diagnostic impressions. (106.E.2)		
	Collaborates with members of the Case Conference Committee to: - synthesize evaluation information. - determine the presence and severity of a disability. - determines eligibility for speech and language services. (106.E.3)		

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Clearly communicates results using understandable terminology to all case conference participants. (106.E.4)

Domain 2: Effective Instruction, Treatment and/or Instructional Support

2:01 Manages scheduling of sessions and grouping of students

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (201.HE.1)	The school professional: (201.E.1)	The school professional meets most, but not all of the effective elements. (201.IN.1)	The school professional meets few or none of the effective elements. (201.I.1)
Attempts to group students by age/grade level and disorder. (201.HE.2)	Efficiently manages schedules to minimally interrupt general ed curriculum/instruction. (201.E.2)		
	Appropriately groups students to maximize instructional time. (201.E.3)		
	Adjusts schedule as needed to meet time provisions of IEP. (201.E.4)		

2:02 Prepares for effective service delivery

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (202.HE.1)	The school professional: (202.E.1)	The school professional meets most, but not all of the effective elements. (202.IN.1)	The school professional meets few or none of the effective elements. (202.I.1)

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Develops strategies for student successful participation in the classroom/curriculum. (202.HE.2)	Prepares for intervention sessions thoroughly by:
	- Organizing materials. - Selecting/adapting material, equipment, devices to meet student needs. - Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals. (202.E.2)
	Constructs culturally, linguistically and developmentally appropriate learning activities. (202.E.3)
	Accommodates student's unique learning styles and present levels of performance. (202.E.4)

2:03 Implements appropriate progress monitoring procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (203.HE.1)	The school professional: (203.E.1)	The school professional meets most, but not all of the effective elements. (203.IN.1)	The school professional meets few or none of the effective elements. (203.I.1)
Includes student in review of data and monitoring own progress. (203.HE.2)	Collects, interprets and uses data to measure progress and drive instruction. (203.E.2)		
	Matches appropriate interventions to data. (203.E.3)		
	Modifies instruction based on frequent progress monitoring. (203.E.4)		

2:04 Promotes generalization across settings

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (204.HE.1)	The school professional: (204.E.1)	The school professional meets most, but not all of the effective elements. (204.IN.1)	The school professional meets few or none of the effective elements. (204.I.1)

Speech Language Pathologist Evaluation Rubric (v.2020)

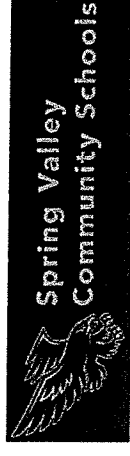
Printed: Aug 24, 2021 at 2:24pm



Monitors and collects data of generalization across settings. (204.HE.2)	Uses common core to enhance student learning. (204.E.2)	
	Promotes generalization of acquired therapeutic skills across school settings. (204.E.3)	
	Enables students to develop self monitoring skills. (204.E.4)	
2:05 Develops student understanding of lesson objectives		
Highly Effective	Effective	Needs Improvement
As well as meeting all of the effective elements, the school professional's: (205.HE.1)	The school professional's: (205.E.1)	The school professional meets most, but not all of the effective elements. (205.IN.1)
Students can explain what they are learning and why it is important, beyond repeating the stated objective. (205.HE.2)	Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson. (205.E.2)	The school professional meets few or none of the effective elements. (205.I.1)
Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. (205.HE.3)	Importance of the objective is explained so that students understand why they are learning what they are learning. (205.E.3)	
	Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. (205.E.4)	
2:06 Uses strategies that promote student engagement		
Highly Effective	Effective	Needs Improvement
As well as meeting all of the effective elements, the school professional: (206.HE.1)	The school professional: (206.E.1)	The school professional meets most, but not all of the effective elements. (206.IN.1)
Integrates a variety of current therapeutic strategies gained from professional development activities. (206.HE.2)	Provides lessons that progress at an appropriate pace to maintain engagement. (206.E.2)	The school professional meets few or none of the effective elements. (206.I.1)

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



or (206.HE.3)

Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. (206.E.3)

Uses and teaches technology/ACC devices. (206.HE.4)

Provides consistent feedback and provides multiple opportunities for student participation. (206.E.4)

2:07 Creates culture of respect and collaboration

Highly Effective

As well as meeting all of the effective elements, the school professional's: (207.HE.1)

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. (207.HE.2)

Students reinforce positive character and behavior and discourage negative behavior amongst themselves. (207.HE.3)

Effective

The school professional: (207.E.1)

Encourages collaboration and students are respectful of their SLP and peers. (207.E.2)

Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. (207.E.3)

Has a good rapport with students, and shows genuine interest in their thoughts and opinion. (207.E.4)

Needs Improvement

The school professional meets most, but not all of the effective elements. (207.IN.1)

Ineffective

The school professional meets few or none of the effective elements. (207.I.1)

Domain 3: Leadership and Professional Responsibilities 3.01 Advances professional skills and knowledge

Highly Effective

As well as meeting all of the effective elements, the school professional: (3.01.HE.1)

Regularly shares newly learned knowledge and practices with others. (3.01.HE.2)

Effective

The school professional: (3.01.E.1)

Actively pursues opportunities to improve knowledge and practice. (3.01.E.2)

Needs Improvement

The school professional meets most, but not all of the effective elements. (3.01.IN.1)

Ineffective

The school professional meets few or none of the effective elements. (3.01.I.1)

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



- or (3.01.HE.3)
Seeks out ways to implement new practices into instruction, where applicable. (3.01.E.3)
- Seeks out opportunities to lead professional development sessions. (3.01.HE.4)
- Welcomes constructive feedback to improve practices. (3.01.E.4)

3.02 Advocates for student success

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.02.HE.1)	The school professional: (3.02.E.1)	The school professional meets most, but not all of the effective elements. (3.02.IN.1)	The school professional meets few or none of the effective elements. (3.02.I.1)
Displays commitment to the education of all the students in the school. (3.02.HE.2)	Displays commitment to the education of all his/her students. (3.02.E.2)		
or (3.02.HE.3)	Provides IEP information to all teachers involved with student. (3.02.E.3)		
Makes changes and take risks to ensure student success. (3.02.HE.4)	Advocate for students' individualized needs. (3.02.E.4)		

3.03 Engages families in student learning

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.03.HE.1)	The school professional: (3.03.E.1)	The school professional meets most, but not all of the effective elements. (3.03.IN.1)	The school professional meets few or none of the effective elements. (3.03.I.1)
Strives to form relationships in which parents are given ample opportunity to participate in student learning. (3.03.HE.2)	Proactively reaches out to parents in a variety of ways to engage them in student learning. (3.03.E.2)		
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. (3.03.HE.3)	Responds promptly to contact from parents. (3.03.E.3)		
	Engages in all forms of parent outreach required by the school. (3.03.E.4)		

3.04 Manages caseload appropriately

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.04.HE.1)	The school professional: (3.04.E.1)	The school professional meets most, but not all of the effective elements. (3.04.IN.1)	The school professional meets few or none of the effective elements. (3.04.I.1)
Mentors others in appropriate management of caseload. (3.04.HE.2)	Fulfills all TOR responsibilities. (3.04.E.2)		
	Frequently monitors progress and goals and reconvenes case conferences as needed. (3.04.E.3)		
	Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education. (3.04.E.4)		
3.05 Fulfills all documentation/ paperwork requirements			
Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's: (3.05.HE.1)	The school professional: (3.05.E.1)	The school professional meets most, but not all of the effective elements. (3.05.IN.1)	The school professional meets few or none of the effective elements. (3.05.I.1)
Filing is completed weekly and organized in a manner that provides for immediate accessibility. (3.05.HE.2)	Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file. (3.05.E.2)		
	Complies with the co-op or district's documentation procedures including the completion of IEPs, and the submission of CH-21s and Medicaid claims in a timely manner. (3.05.E.3)		
	Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload. (3.05.E.4)		
3.06 Provides appropriate supervision of others			
Highly Effective	Effective	Needs Improvement	Ineffective

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



As well as meeting all of the effective elements, the school professional: (3.06.HE.1)	The school professional's: (3.06.E.1)	The school professional meets most, but not all of the effective elements. (3.06.IN.1)	The school professional meets few or none of the effective elements. (3.06.I.1)
Frequently evaluates the workload of the SLP and initiates reassignment as indicated. (3.06.HE.2)	Expectations are clear and the SLPs are assigned for maximum productivity. (3.06.E.2)		
Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants. (3.06.HE.3)	SLPAs are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. (3.06.E.3)		
	Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct. (3.06.E.4)		

3.07 Collaborates with others to promote student success

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.07.HE.1)	The school professional: (3.07.E.1)	The school professional meets most, but not all of the effective elements. (3.07.IN.1)	The school professional meets few or none of the effective elements. (3.07.I.1)

Serves as a voluntary mentor to peers. (3.07.HE.2)

Communicates all necessary information to administration. (3.07.E.2)

Collaborates with other professionals in matters relevant to case load. (3.07.E.3)

Maintains professionalism during interaction with colleagues and others. (3.07.E.4)

3.08 Organizes systems for carrying out SLP/SLPA responsibilities

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.08.HE.1)	The school professional: (3.08.E.1)	The school professional meets most, but not all of the effective elements. (3.08.IN.1)	The school professional meets few or none of the effective elements. (3.08.I.1)
Takes on additional responsibilities to assist with case load obligations of peers absent or on leave. (3.08.HE.2)	Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP. (3.08.E.2)		

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Prioritizes work load. (3.08.E.3)

Organizes workspace, materials and equipment to maximize instruction. (3.08.E.4)

3.09 Contributes to the school, district and/or co-op

Highly Effective

As well as meeting all of the effective elements, the school professional: (3.09.HE.1)

Takes initiative and provides leadership in promoting a productive and collegial climate. (3.09.HE.2)

Volunteers to participate in school and co-op committees and/or projects, making a significant contribution by assuming a leadership role. (3.09.HE.3)

Effective

The school professional: (3.09.E.1)

Provides support and cooperation that characterize relationships with colleagues. (3.09.E.2)

Upholds all of the policies and procedures of the assigned school and co-op. (3.09.E.3)

Volunteers to participate in school or co-op committees/projects, and actively participates. (3.09.E.4)

Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful. (3.09.E.5)

Needs Improvement

The school professional meets most, but not all of the effective elements. (3.09.IN.1)

Ineffective

The school professional meets few or none of the effective elements. (3.09.I.1)

3.10 Communicates professionally

Highly Effective

As well as meeting all of the effective elements, the school professional: (3.10.HE.1)

Responds to communication and the processing of information within 24 hours on a routine basis. (3.10.HE.2)

Effective

The school professional: (3.10.E.1)

All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. (3.10.E.2)

Needs Improvement

The school professional meets most, but not all of the effective elements.
The school professional meets most, but not all of the effective elements. (3.10.IN.1)

Ineffective

The school professional meets few or none of the effective elements. (3.10.I.1)

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Provides communication that is handled with professionalism and sensitivity. (3.10.HE.3)

All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. (3.10.E.3)

All appropriate personnel are properly informed about changes in students, staff or programming. (3.10.E.4)

3.11 Fosters others' awareness of communication disorders

Highly Effective

As well as meeting all of the effective elements, the school professional: (3.11.HE.1)

Provides inservice training on communication disorders for peers, parents and/or students. (3.11.HE.2)

Provides inservice to classroom paraprofessionals. (3.11.HE.3)

Effective

The school professional: (3.11.E.1)

Provides developmental guidelines to general education teachers and offer to parents when appropriate. (3.11.E.2)

Shares information on communication disorders with peers and offer information to parents and students. (3.11.E.3)

Shares information of appropriate referrals/guidelines. (3.11.E.4)

Needs Improvement

The school professional meets most, but not all of the effective elements. (3.11.IN.1)

Ineffective

The school professional meets few or none of the effective elements. (3.11.I.1)

3.12 Seeks professional growth and learning opportunities to advance own knowledge and skill

Highly Effective

As well as meeting all of the effective elements, the school professional: (3.12.HE.1)

Earns additional hours or advanced degrees in the field. (3.12.HE.2)

or (3.12.HE.3)

Effective

The school professional: (3.12.E.1)

Identifies needs and develops a plan for continuing education. (3.12.E.2)

Responds to Supervisor suggestions for professional growth. (3.12.E.3)

Needs Improvement

The school professional meets most, but not all of the effective elements. (3.12.IN.1)

Ineffective

The school professional meets few or none of the effective elements. (3.12.I.1)

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.) (3.12.HE.4)

Shares new information and implements new knowledge when opportunity arises. (3.12.E.4)

3.13 Completes all case conference set up responsibilities appropriately

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.13.HE.1)	The school professional's: (3.13.E.1)	The school professional meets most, but not all of the effective elements. (3.13.IN.1)	The school professional meets few or none of the effective elements. (3.13.I.1)
Provides a draft IEP that is appropriately completed prior to all meetings and ready to present. (3.13.HE.2)	Students and/or Case Conference notices are entered appropriately into the IEP system prior to conference. (3.13.E.2)		
	Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. (3.13.E.3)		
	Case conferences are set up prior to the expiration date of IEP. (3.13.E.4)		

3.14 Meaningfully participates in case conferences

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.14.HE.1)	The school professional: (3.14.E.1)	The school professional meets most, but not all of the effective elements. (3.14.IN.1)	The school professional meets few or none of the effective elements. (3.14.I.1)
Takes the lead when necessary to keep case conference on track. (3.14.HE.2)	Brings all appropriate records and documents to case conference. (3.14.E.2)		
Defuses contentious situations during the case conference. (3.14.HE.3)	Meaningfully, understandably and efficiently participates in the case conference. (3.14.E.3)		
As chair, runs the meeting efficiently while allowing opportunity for all to participate. (3.14.HE.4)	Facilitates parent participation. (3.14.E.4)		
	Assists with completing the IEP as needed. (3.14.E.5)		

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. (3.14.E.6)

3.15 Develops IEPs based on individual student needs and are completed using appropriate procedures

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional: (3.15.HE.1)	The school professional's: (3.15.E.1)	The school professional meets most, but not all of the effective elements. (3.15.IN.1)	The school professional meets few or none of the effective elements. (3.15.I.1)
Volunteers to train and assist others in the use of the IEP system. (3.15.HE.2)	Goals are measurable and clearly written and based on present levels of performance. (3.15.E.2)		
Volunteers to review and evaluate IEPs. (3.15.HE.3)	Services are aligned with goals. (3.15.E.3)		
Provides IEPs that stand up during due process scrutiny. (3.15.HE.4)	Recommended accommodations are appropriate, and their use is clearly defined. (3.15.E.4)		
	Notes clearly and succinctly capture relevant discussions. (3.15.E.5)		
	Components of the IEP are accurately completed and the document meets the "stranger" test. (3.15.E.6)		

3.16 Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)

Highly Effective	Effective	Needs Improvement	Ineffective
As well as meeting all of the effective elements, the school professional's: (3.16.HE.1)	The school professional's: (3.16.E.1)	The school professional meets most, but not all of the effective elements. (3.16.IN.1)	The school professional meets few or none of the effective elements. (3.16.I.1)
Documents and testimony clearly supports the school's position and advances the due process case. (3.16.HE.2)	Documents required for due process are submitted to Supervisor within required time frame. (3.16.E.2)		
	Documents submitted for due process contain appropriate information. (3.16.E.3)		
	Testimony is factual, clear and without bias. (3.16.E.4)		

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Domain 4: Core Professionalism

4.1 Attendance

Meets Standard

School professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. (4.1.M)

Does Not Meet Standard

School professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement. (4.1.DNM)

4.2 On-Time Arrival

Meets Standard

School professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences. (4.2.M)

Does Not Meet Standard

School professional has demonstrated a pattern of unexcused late arrivals or early departures. (4.2.DNM)

4.3 Policies and Procedures

Meets Standard

School professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). (4.3.M)

Does Not Meet Standard

School professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). (4.3.DNM)

4.4 Respect

Meets Standard

School professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner. (4.4.M)

Does Not Meet Standard

School professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner. (4.4.DNM)

4.5 Ethical

Speech Language Pathologist Evaluation Rubric (v.2020)

Printed: Aug 24, 2021 at 2:24pm



Meets Standard

School professional performs the function of the job in an ethical manner and maintains confidentiality at all times. (4.5.M)

Does Not Meet Standard

School professional has demonstrated a pattern of performing the function of the job in an unethical manner or breaking confidentiality requirements. (4.5.DNM)

Appendix E

Rise 3.0 Principal Effectiveness Rubric (v.2021)

Printed: Aug 24, 2021 at 2:23pm



Domain 1: Teacher Effectiveness

1.1.1 Human Capital Manager; Hiring and retention

Highly Effective	Effective	Improvement Necessary	Ineffective
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). (1.1.1.HE.1)	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. (1.1.1.E.1)	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. (1.1.1.IN.1)	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* For new teachers, the use of student teaching recommendations and data results is entirely appropriate.; 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. (1.1.1.I.1)

1.1.1.2 Human Capital Manager; Evaluation of teachers

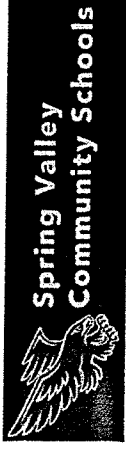
Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. (1.1.2.HE.1)	Principal prioritizes and applies teacher evaluations 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 (1.1.2.E.1)	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 teacher; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.IN.1)	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 processes outlined in the corporation evaluation plan for staff members. (1.1.2.I.1)

1.1.1.3 Human Capital Manager; Professional development

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Rise 3.0 Principal Effectiveness Rubric (v.2021)

Printed: Aug 24, 2021 at 2:23pm



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. (1.1.3.HE.1)	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. (1.1.3.E.1)	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. (1.1.3.IN.1)	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. (1.1.3.I.1)
--	---	--	---

1.1.4 Human Capital Manager; Leadership and talent development

Highly Effective	Effective	Improvement Necessary	Ineffective
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. (1.1.4.HE.1)	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 an assignment to leadership positions or learning opportunities. (1.1.4.E.1)	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. (1.1.4.IN.1)	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. (1.1.4.I.1)

1.1.5 Human Capital Manager; Delegation

Highly Effective	Effective	Improvement Necessary	Ineffective
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. (1.1.5.HE)	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. (1.1.5.E)	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. (1.1.5.IN)	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. (1.1.5.I)

Rise 3.0 Principal Effectiveness Rubric (v.2021)

Printed: Aug 24, 2021 at 2:23pm



1.1.6 Human Capital Manager; Strategic assignment* This indicator obviously assumes there is ability of leader to make these decisions.

Highly Effective	Effective	Improvement Necessary	Ineffective
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 compliment individual strengths and minimize weaknesses. (1.1.6.HE)	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. (1.1.6.E)	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. (1.1.6.IN)	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. (1.1.6.I)

1.1.7 Human Capital Manager; Addressing teachers who are in need of improvement or ineffective

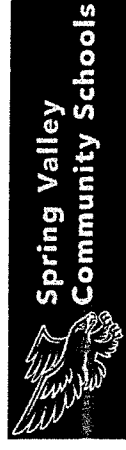
Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. (1.1.7.HE)	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. (1.1.7.E)	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. (1.1.7.IN)	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. (1.1.7.I)

1.2.1 Instructional Leadership; Mission and vision

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Rise 3.0 Principal Effectiveness Rubric (v.2021)

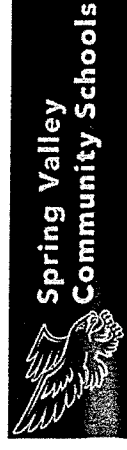
Printed: Aug 24, 2021 at 2:23pm



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. (1.2.1.HE)	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 linked 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. (1.2.1.E)	Principal supports a school-wide instructional vision and/or mission by: Creating a vision 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. (1.2.1.IN)	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. (1.2.1.I)
1.2.2 Instructional Leadership; Classroom observations			
Highly Effective	Effective	Improvement Necessary	Ineffective
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. (1.2.2.HE)	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. (1.2.2.E)	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. (1.2.2.IN)	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. (1.2.2.I)
1.2.3 Instructional Leadership; Teacher collaboration			
Highly Effective	Effective	Improvement Necessary	Ineffective

Rise 3.0 Principal Effectiveness Rubric (v.2021)

Printed: Aug 24, 2021 at 2:23pm



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. (1.2.3.HE)	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. (1.2.3.E)	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. (1.2.3.IN)	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. (1.2.3.I)
--	---	---	--

1.3.1 Leading Indicators of Student Learning; Planning and Developing Student Learning Objectives

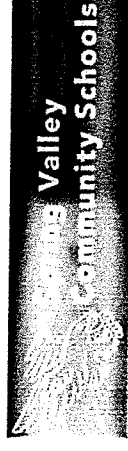
Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; Communicating with community members, parents, and other stakeholders the purpose and 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. (1.3.1.HE)	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 assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student performance 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. (1.3.1.E)	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. (1.3.1.IN)	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. (1.3.1.I)

1.3.2 Leading Indicators of Student Learning; Rigorous Student Learning Objectives

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Rise 3.0 Principal Effectiveness Rubric (v 2021)

Printed: Aug 23, 2021 at 2:20pm



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 ongoing culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. (1.3.2.HE)	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 performance is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. (1.3.2.E)	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. (1.3.2.IV)	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. (1.3.2.I)
--	---	---	---

1.3.3 Leading Indicators of Student Learning; Instructional time

Highly Effective	Effective	Improvement Necessary	Ineffective
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. (1.3.3.HE)	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 leveraged in the service of student learning and achievement, and free from distractions. (1.3.3.E)	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. (1.3.3.IV)	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. (1.3.3.I)

Domain 2: Leadership Actions

2.1.1 Personal Behavior; Professionalism

Highly Effective	Effective	Improvement Necessary	Ineffective
-------------------------	------------------	------------------------------	--------------------

Rise 3.0 Principal Effectiveness Rubric (v.2021)

Printed: Aug 24, 2021 at 2:23pm



At Level 4, a principal fulfills the criteria for Level 3 and additionally: Develops mechanisms that engage 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 (2.1.1.HE.1)	Principal displays professionalism by: Modeling professional, ethical, and respectful behavior at all times; Communicating with colleagues to display professional, ethical, and respectful behavior at all times. (2.1.1.E.1)	Principal supports professionalism by: Failing to model professionalism at all times; Lack of understanding of professional standards evidenced by not acting counter to these expectations; Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. (2.1.1.IN.1)	Principal does not 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. (2.1.1.I.1)
---	--	---	---

2.1.2 Personal Behavior; Time management

Highly Effective	Effective	Improvement Necessary	Ineffective
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; (2.1.2.HE.1)	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. (2.1.2.E.1)	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. (2.1.2.IN.1)	Principal manages time effectively by: Rarely or never establishing timely objectives or priorities; Regularly prioritizing activities unrelated to student achievement; (2.1.2.I.1)

2.1.3 Personal Behavior; Using feedback to improve student performance

Highly Effective	Effective	Improvement Necessary	Ineffective
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. (2.1.3.HE.1)	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. (2.1.3.E.1)	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. (2.1.3.IN.1)	Principal does not use feedback to improve student performance by: Regularly avoiding or devaluing feedback; Rarely or never applying feedback to shape priorities. (2.1.3.I.1)

2.1.4 Personal Behavior; Initiative and persistence

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Disc 2.0 Principal Effectiveness Rubric (v 2021)

At Level 4, a principal fulfills the criteria for Level 3 and additionally: 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. (2.1.4.HE.1)	Principal displays initiative and persistence by: 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. (2.1.4.IN.1)	Principal does not display initiative and persistence by: Rarely or never taking risks to support students in achieving results; Never seeking out potential partnerships. (2.1.4.I.1)
2.2.1 Building Relationships; Culture of urgency		
Highly Effective At Level 4, a principal fulfills the criteria for Level 3 and additionally: Ensuring the culture of urgency is evident by celebrating progress and while maintaining a focus on continuous improvement; (2.2.1.HC.1)	Effective Principal creates an organizational culture of urgency by: Aligning the efforts of students, parents, teachers, and other stakeholders to a shared pursuit of academic and behavioral expectations; Leading a relentless pursuit of these expectations. (2.2.1.E.1)	Ineffective Principal does not create an organizational culture of urgency by: Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts. (2.2.1.I.1)
2.2.2 Building Relationships; Communication		
Highly Effective 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; and Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. (2.2.2.HE.1)	Improvement Necessary 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. (2.2.2.IN.1)	Ineffective 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. (2.2.2.I.1)

Pise 3.0 Principal Effectiveness Rubric (v 2021)

Printed: Aug 24, 2021 at 2:23pm

2.2.3 Building Relationships;Forging consensus for change and improvement

Highly Effective	Effective	Improvement Necessary	Ineffective
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. (2.2.3.HE.1)	Principal creates and supports high academic and behavioral expectations by: Empowering teachers and staff to set high expectations for student behavior; 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. (2.3.1.E.1)	Principal creates and supports high academic and behavioral expectations by: Setting clear expectations for student behavior and behavior expectations; Empowering students to set high 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. (2.3.1.E.1)	Principal does not create or support high academic and behavior expectations by: Accepting poor academic performance and/or student behavior; Failing to set high expectations or sets unrealistic or unattainable goals. (2.3.1.I.1)

2.3.1 Culture of Achievement;High expectations

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a principal fulfills the criteria for Level 3 and additionally: Supports high academic and behavioral 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. (2.3.1.HE.1)	Principal creates and supports high academic and behavioral expectations by: Empowering teachers and staff to set high expectations for student behavior; 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. (2.3.1.E.1)	Principal creates and supports high academic and behavioral expectations by: Setting clear expectations for student behavior and behavior expectations; Empowering students to set high 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. (2.3.1.E.1)	Principal does not create or support high academic and behavior expectations by: Accepting poor academic performance and/or student behavior; Failing to set high expectations or sets unrealistic or unattainable goals. (2.3.1.I.1)

2.3.2 Culture of Achievement;Academic rigor

Highly Effective	Effective	Improvement Necessary	Ineffective
------------------	-----------	-----------------------	-------------

Disc 2.0 Principal Effectiveness Rubric (v.2021)

At Level 4, a principal fulfills the criteria for Establishing Academic Rigor by:	Principal establishes academic rigor by: Creating academic goals that are nearing the ambitious goals of the district and exceeding the goals of the school.	Principal has not established academic rigor by: Creating academic goals that are not ambitious , inconsistent with district goals, and consistently sets and abandons ambitious academic goals. (2.3.2.1.1)
--	--	--

2.3.3 Culture of Achievement; Data usage in teams

Highly Effective	Effective	Ineffective
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. (2.3.3.HE.1)	Principal utilizes data by: 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. (2.3.3.E.1)	Principal does not utilize data by: Rarely or never organizing efforts to analyze data; Rarely or never applying data analysis to develop action plans. (2.3.3.I.1)

Appendix F

ISBA/IAPSS Indiana Superintendent Evaluation Rubric

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.0 Human Capital Manager – The superintendent uses the role of human capital 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, 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 consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader. The superintendent consistently 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, 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, 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 proficiencies and needs.	The superintendent has developed a system of job-embedded professional development that differentiates training and implementation 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 differentiate and embed professional development to meet the needs of individual administrators.	The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically "one size fits all," and there is little or no evidence of recognition of 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.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.	The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.	There is no evidence of effort to develop any leadership skills in others. Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.

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 in formal and informal ways. 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 every level in the school corporation. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not afford subordinates the opportunity or support to develop or 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. 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. Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.	The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.	The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.	Formal feedback to the administrative team is nonspecific. Informal feedback to the administrative team is rare, nonspecific, and not constructive.

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 in teaching, assignment, curriculum, assessment, and intervention 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, and has at least three years of data. The superintendent systematically examines data at the subscale level to find strengths and challenges. The superintendent empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.	The superintendent is unaware of or indifferent to the data.
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 group of historically disadvantaged students. Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.	The superintendent reaches the targeted performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order 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 has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement. The superintendent regularly surveys staff and other school community groups in this area regarding their views.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

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 all student and adult relationships in the school corporation.					
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 to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	The superintendent organizes time and projects for effective leadership.	Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. The superintendent applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the superintendent. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and 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 transformative results.					
4.1	The superintendent demonstrates effective communication with parents and community.	There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology. Survey data suggests that parents and community members feel empowered and supportive 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 and help to advance the strategic plan of the school corporation.	The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications. Initiative for communication more regularly comes from outside entities and not from the superintendent.	The superintendent does not identify groups and potential partners within the community. The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community. 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. Guides others through change and addresses resistance to that change. Systemically monitors, implements and sustains the success of strategies for change.	The superintendent uses effective strategies to work toward a consensus for change and improvement. Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process. Secures cooperation from key stakeholders in planning and implementing change and driving improvement.	The superintendent occasionally identifies areas where consensus is necessary. Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement. Asks for feedback from stakeholders but is not yet successful 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 directs or develops a process for change and/or improvement. Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner. The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.	The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.
4.4	The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members when needed.	The superintendent has little communication with the school board outside of meetings.
4.5	The superintendent has created an environment where input feedback and 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 and usually to garner support for decisions made by the superintendent.	The superintendent rarely seeks input from the school board and tends to make unilateral decisions.
4.6	The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.	The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.	The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.	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 high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.	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. Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable 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 requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses. Goals are established that may not be focused or measurable. General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs. The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.	The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses. Limited data is available and a lack of goal-setting is evident throughout the corporation. The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.
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.	The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program. Approved goals are shared and available for the entire community.	The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.	The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.

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 available supports.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4 The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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.	Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, corporation, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the superintendent or based on what is popular.
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 personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems. The superintendent utilizes technology within his/her daily responsibilities.	The superintendent has mastered some, but not all, software required for proficient performance. The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.	The superintendent has limited literacy with technology. There is little or no evidence of the superintendent taking a personal initiative to learn new technology.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
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 procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures. 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. Monitoring steps are in place to measure operation efficiencies.	The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place. The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.	The superintendent has procedures in place to address the safety of students and staff in the event of a disaster. The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.	The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster. The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.
6.4 The superintendent provides responsible fiscal stewardship.	The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities. Results indicate 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 leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The superintendent has little proficiency in sound budgetary practices.
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 adheres to those standards and requirements.	The superintendent is not respectful of legal standards and/or board policy requirements.	The superintendent is unaware of the legal standards and board policy requirements.

Appendix G

Certified Technology Personnel Evaluation Rubric (v.2022)

Printed: Sep 1, 2021 at 8:55am



Domain 1: Purposeful Planning 1.1 Provides direction for the district's technology program

Highly Effective	Effective	Improvement Necessary	Ineffective
Involves appropriate staff and patrons of the district in developing program (1.1.HE.1)	Usually involves appropriate staff and patrons of the district in developing program (1.1.E.1)	Rarely involves appropriate staff and patrons of the district in developing program (1.1.IN.1)	Does not seek input from appropriate staff and patrons of the district in developing program (1.1.I.1)
Assists the superintendent in development of long and short-range goals (1.1.HE.2)	Assists the superintendent with ideas of long and short-range goals (1.1.E.2)	Rarely gives the superintendent ideas in the development of long and short-range goals (1.1.IN.2)	Does not assist the superintendent in the development of long and short-range goals (1.1.I.2)

1.2 Provides for the organization and management of the technology program

Highly Effective	Effective	Improvement Necessary	Ineffective
Ensures that objectives are identified in the district and schools' technology plans and prepares for future changes (1.2.HE.1)	Ensures that objectives are identified in the district and schools' technology plans (1.2.E.1)	Is aware that objectives are identified in the district and schools' technology plans (1.2.IN.1)	Is not aware of the objectives that are identified in the district and schools' technology plans (1.2.I.1)
Coordinates the development of a flexible plan for incorporating technology into the instructional and administrative processes throughout the district with an understanding of the needs of all parties (1.2.HE.2)	Coordinates the development of a flexible plan for incorporating technology into the instructional and administrative processes through-out the district (1.2.E.2)	Is aware of a plan for incorporating technology into the instructional and administrative processes through-out the district (1.2.IN.2)	Does not participate in the development of a flexible plan for incorporating technology into the instructional and administrative processes through-out the district (1.2.I.2)
Promotes the uses of technology to insure that the primary focus of technology is student learning so initiatives are learning initiatives, and not technology initiatives (1.2.HE.3)	Promotes the uses of technology to insure that the primary focus of technology is student learning (1.2.E.3)	Promotes the uses of technology without the primary focus of technology being student learning (1.2.IN.3)	Does not promote the uses of technology to insure that the primary focus of technology is student learning (1.2.I.3)

1.3 Communicates information to the superintendent and all other necessary personnel

Highly Effective	Effective	Improvement Necessary	Ineffective
Proactively communicates accurate and timely information about district's technology program to the superintendent (1.3.HE.1)	Communicates accurate and timely information about district's technology program to the superintendent (1.3.E.1)	Communicates minimal information about district's technology program to the superintendent (1.3.IN.1)	Communicates little or no information about district's technology program to the superintendent (1.3.I.1)

Certified Technology Personnel Evaluation Rubric (v.2022)

Printed: Sep 1, 2021 at 8:55am



Proactively communicates information, policies, and procedures about technology to the district personnel (1.3.HE.2)	Communicates information, policies, and procedures about technology to the district personnel (1.3.E.2)	Communicates minimal information, policies, and procedures about technology to the district personnel (1.3.IN.2)	Communicates little or no information, policies, and procedures about technology to the district personnel (1.3.I.2)
--	---	--	--

1.4 Provides for the implementation of processes involved in the technology program

Highly Effective	Effective	Improvement Necessary	Ineffective
Insures that the total district staff is well informed about the implementation of processes (1.4.HE.1)	Works so the district staff is well informed about the implementation of processes (1.4.E.1)	Attempts to inform the total district staff about the implementation of processes (1.4.IN.1)	Makes little attempt to inform total district staff about the implementation of processes (1.4.I.1)
Leads school technology leaders in developing and implementing school level technology plans (1.4.HE.2)	Assists school technology leaders in developing and implementing school level technology plans (1.4.E.2)	Participates in developing and implementing school level technology plans (1.4.IN.2)	Assists or participates little or none in developing and implementing school level technology plans (1.4.I.2)

1.5 Provides positive direction and leadership to administrative and supervisory staff

Highly Effective	Effective	Improvement Necessary	Ineffective
Respects the role of administrators and supervisors and has gained their confidence (1.5.HE.1)	Respects the role of administrators and supervisors and strives to gain their confidence (1.5.E.1)	Respects the role of administrators and supervisors but does not strive to gain their confidence (1.5.IN.1)	Has little or no knowledge of the role of administrators and supervisors and does not strive to gain their confidence (1.5.I.1)
Keeps administrators and supervisors fully informed on issues, needs, and operations of technology program at the local and state level (1.5.HE.2)	Keeps administrators and supervisors informed on issues, needs, and operations of technology program at the local level (1.5.E.2)	Sometimes keeps administrators and supervisors fully informed on issues, needs, and operations of technology program (1.5.IN.2)	Does not keep administrators and supervisors fully informed on issues, needs, and operations of technology program (1.5.I.2)

Domain 2: Program Management

2.1 Develops and implements the technology budget based upon established priorities and consistent with fiscal practices and ensures that appropriate accounting and control procedures are applied to all fiscal transactions

Highly Effective	Effective	Improvement Necessary	Ineffective
Involves other school personnel in developing budget (2.1.HE.1)	Usually Involves other school personnel in developing budget (2.1.E.1)	Rarely involves other school personnel in developing budget (2.1.IN.1)	Does not involve other school personnel in developing budget (2.1.I.1)
Ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.HE.2)	Usually ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.E.2)	Rarely ensures that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.IN.2)	Does not ensure that all fiscal transactions occur through a budget encumbered process of fiscal management (2.1.I.2)

Certified Technology Personnel Evaluation Rubric (v.2022)

Printed: Sep 1, 2021 at 8:55am



Monitors the month-to-month expenditures in accordance with budgeted amounts and works with the CFO or Treasurer on any discrepancies (2.1.HE.3)	Usually Monitors the month-to-month expenditures in accordance with budgeted amounts (2.1.E.3)	Monitors the month-to-month expenditures but is NOT aware of budgeted amounts (2.1.IN.3)	Does not monitor the month-to-month expenditures in accordance with budgeted amounts (2.1.I.3)
Maintains appropriate inventories for all systems in department (2.1.HE.4)	Maintains appropriate inventories for most items (2.1.E.4)	Maintains sporadic inventories (2.1.IN.4)	Does not maintain appropriate inventories (2.1.I.4)
Ensures all fiscal transactions occur according to legally defined policies and procedures (2.1.HE.5)	Helps to ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.E.5)	Does not ensure all fiscal transactions occur according to legally defined policies and procedures (2.1.IN.5)	Is not aware of the legally defined policies and procedures for fiscal transactions (2.1.I.5)

2.2 Ensures compliance with statutes, rules, and regulations relating to technology programs

Highly Effective	Effective	Improvement Necessary	Ineffective
Reviews all federal and state technology rules and regulations (2.2.HE.1)	Reviews most federal and state technology rules and regulations (2.2.E.1)	Reviews some federal and state technology rules and regulations (2.2.IN.1)	Does not review federal and state technology rules and regulations (2.2.I.1)
Interprets all statutes, rules and regulations relating to technology (2.2.HE.2)	Interprets most statutes, rules and regulations relating to technology (2.2.E.2)	Interprets few statutes, rules and regulations relating to technology (2.2.IN.2)	Does not interpret statutes, rules and regulations relating to technology (2.2.I.2)
Advises program administrators and principals of new and/or changing statutes rules and regulations (2.2.HE.3)	Notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.E.3)	Sometimes notifies program administrators and principals of new and/or changing statutes rules and regulations (2.2.IN.3)	Does not notify program administrators and principals of new and/or changing statutes rules and regulations (2.2.I.3)
Accurately compiles, submits and notifies necessary staff of all required reports at least annually (2.2.HE.4)	Accurately compiles and submits most required reports at least annually (2.2.E.4)	Compiles and submits some required reports at least annually (2.2.IN.4)	Does not compile and submit required reports at least annually (2.2.I.4)

2.3 Demonstrates effective administrative skills

Highly Effective	Effective	Improvement Necessary	Ineffective
Proactively reviews federal and state technology rules and regulations (2.3.HE.1)	Reviews federal and state technology rules and regulations (2.3.E.1)	Rarely reviews federal and state technology rules and regulations (2.3.IN.1)	Does not review federal a state technology rules and regulations (2.3.I.1)
Ensures all fiscal transactions occur according to legally defined policies and procedures (2.3.HE.2)	Ensures most fiscal transactions occur according to legally defined policies and procedures (2.3.E.2)	Ensures some fiscal transactions occur according to legally defined policies and procedures (2.3.IN.2)	Does not ensure fiscal transactions occur according to legally defined policies and procedures (2.3.I.2)

Certified Technology Personnel Evaluation Rubric (v.2022)

Printed: Sep 1, 2021 at 8:55am



Assists in the development of the system's reporting procedure and keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.HE.3)	Keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.E.3)	Rarely keeps the superintendent informed about school district technology reporting procedures and transactions (2.3.IN.3)	Does not keep the superintendent informed about school district technology reporting procedures and transactions (2.3.I.3)
--	--	--	--

2.4 Demonstrates effective problem-solving and decision-making skills

Highly Effective	Effective	Improvement Necessary	Ineffective
Researches, identifies and analyzes all critical elements in a problem situation (2.4.HE.1)	Researches, identifies and analyzes most critical elements in a problem situation (2.4.E.1)	Researches, identifies and analyzes some critical elements in a problem situation (2.4.IN.1)	Does not research, identify nor analyze critical elements in a problem situation (2.4.I.1)
Establishes priorities and seeks relevant data from all resources (2.4.HE.2)	Establishes priorities and seeks relevant data from most resources (2.4.E.2)	Establishes priorities and seeks relevant data from some resources (2.4.IN.2)	Does not establish priorities nor seek relevant data from resources (2.4.I.2)
Considers all alternative solutions and impacts before making a decision (2.4.HE.3)	Considers most alternative solutions and impacts before making a decision (2.4.E.3)	Considers some alternative solutions and impacts before making a decision (2.4.IN.3)	Does not consider alternative solutions before making a decision (2.4.I.3)
Makes the logical decision based upon all of the above criteria (2.4.HE.4)	Makes a fairly logical decision based upon all of the above criteria (2.4.E.4)	Makes a weak logical decision based upon all of the above criteria (2.4.IN.4)	Makes a poor decision based upon all of the above criteria (2.4.I.4)
Follows up with all parties as to the effectiveness of the resolution (2.4.HE.5)	Follows up with most parties as to the effectiveness of the resolution (2.4.E.5)	May follow up with some parties as to the effectiveness of the resolution (2.4.IN.5)	Does not follow up as to the effectiveness of the resolution (2.4.I.5)

Domain 3: Leadership – Professional Relationship and Responsibility

3.1 Demonstrates positive, professional relationships with administrators, central office personnel, and other district employees

Highly Effective	Effective	Improvement Necessary	Ineffective
Technology Leader displays a commitment to being visible and accessible (3.1.HE.1)	Technology Leader displays a commitment to being visible and accessible (3.1.E.1)	Technology Leader sometimes displays a commitment to being visible and accessible (3.1.IN.1)	Technology Leader rarely displays a commitment to being visible and accessible (3.1.I.1)
Technology Leader communicates expectations to staff (3.1.HE.2)	Technology Leader communicates expectations to staff (3.1.E.2)	Technology Leader sometimes communicates expectations to staff (3.1.IN.2)	Technology Leader rarely communicates expectations to staff (3.1.I.2)
Technology Leader demonstrates consistently proactive, positive behavior when dealing with staff (3.1.HE.3)	Technology Leader maintains consistent positive behavior when dealing with staff (3.1.E.3)	Technology Leader sometimes maintains consistent positive behavior when dealing with staff (3.1.IN.3)	Technology Leader does not maintain consistent positive behavior when dealing with staff (3.1.I.3)

Certified Technology Personnel Evaluation Rubric (v.2022)

Printed: Sep 1, 2021 at 8:55am



Technology Leader proactively seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.HE.4)	Technology Leader seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.E.4)	Technology Leader sometimes seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.IN.4)	Technology Leader rarely seeks staff opinions and concerns regarding school related issues in a respectful, open and friendly manner (3.1.I.4)
3.2 Advocate for student success			
Highly Effective	Effective	Improvement Necessary	Ineffective
Technology Leader will display commitment to the education of all students in the school/district (3.2.HE.1)	Technology Leader will display commitment to the education of a broadly targeted group or groups of students in the school/district (3.2.E.1)	Technology Leader will sometimes display commitment to the education of a group of students within a school (3.2.IN.1)	Technology Leader rarely or never displays commitment to the education of students (3.2.I.1)
Technology Leader will make changes and take risks to ensure student success and advocate for students' individualized needs (3.2.HE.2)	Technology Leader will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs (3.2.E.2)	Technology Leader defends the status quo and rarely advocates for students' needs (3.2.IN.2)	Technology Leader accepts failure as par for the course and does not advocate for students' needs (3.2.I.2)
3.3 Participating In a Professional Community			
Highly Effective	Effective	Improvement Necessary	Ineffective
Technology Leader makes a substantial contribution to school and district events and projects and assumes leadership with colleagues (3.3.HE.1)	Technology Leader participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (3.3.E.1)	Technology Leader's relationships with colleagues are cordial but not effectively building and expanding relationships (3.3.IN.1)	Technology Leader's relationships with colleagues are negative, self-serving, or nonexistent (3.3.I.1)
Technology Leader participates, develops, and takes on leadership roles in a wider professional community that includes local, state, or national events (3.3.HE.2)	Technology Leader will participate in a wider professional community that includes local, state, or national contacts (3.3.E.2)	The Technology Leader participates in school and district events when specifically requested (3.3.IN.2)	The Technology Leader avoids being involved in school and district events and projects (3.3.I.2)
3.4 Seek Professional Skills and Knowledge			
Highly Effective	Effective	Improvement Necessary	Ineffective
Technology Leader 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 (3.4.HE)	Technology Leader 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 (3.4.E)	Technology Leader's participation in professional development activities is limited to those that are mandatory (3.4.IN)	Technology Leader does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning (3.4.I)

Certified Technology Personnel Evaluation Rubric (v.2022)

Printed: Sep 1, 2021 at 8:55am



Domain 4: Core Professionalism

4.1 Attendance

Meets Standard

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

Does Not Meet Standard

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

4.2 On-Time Arrival

Meets Standard

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

Does Not Meet Standard

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

4.3 Policies and Procedures

Meets Standard

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

Does Not Meet Standard

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

4.4 Respect

Meets Standard

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

Does Not Meet Standard

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