



## ***Staff Performance Evaluation Plan Submission Coversheet***

***SY 2024-25***

**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 coversheet 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.

|                                      |   |
|--------------------------------------|---|
| <b>School Corporation Name:</b>      | Warrick County School Corporation   |
| <b>School Corporation Number:</b>    | 8130  |
| <b>Evaluation Plan Website Link:</b> | <a href="https://www.warrick.k12.in.us/schoolboard/board.php">https://www.warrick.k12.in.us/schoolboard/board.php</a> |

**For the 2024-2025 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 State Model
- ☒ Locally Developed Plan
- ☐ Other \_\_\_\_\_



**Warrick County School Corporation**

## **Evaluation Policy and Procedures**

### **Warrick's Assessment Rubric for Evaluation (W.A.R.E.)**

#### **History and Background**

The Warrick County School Corporation was organized on January 1, 1962, formed under Chapter 202, Indiana Acts of 1959 as amended, and by the efforts of the parents and educators of the area. Ten school systems were merged into a single unit. A seven-member board was elected at the May primary and became the school's governing body January 1, 1962.

The county's school corporation consists of 18 schools. There are three high schools, four middle schools, ten elementary schools, and one alternative school.

The Warrick County School Corporation created a small group committee during the 2011-2012 school year to look at implementing a pilot evaluation system for the 2012-2013 school year. This small group committee presented information to the large group committee which consisted of the building level principal and a teacher representative from that building. The evaluation system would be fully implemented in the 2013-2014 school year. The committee named the system the Warrick's Assessment Rubric for Evaluation or W.A.R.E. for short. The W.A.R.E. system was based upon the Indiana RISE ([www.riseindiana.org](http://www.riseindiana.org)) model that was developed by the Indiana Department of Education.

The W.A.R.E. conforms to Indiana Public Law 90 that was passed under the 2011 Education Agenda. W.A.R.E. follows the requirements under Public Law 90 in that it is an annual evaluation for every teacher and certified staff member, it includes growth data as well as other data points, and lastly it rates the teachers as highly effective, effective, improvement necessary, or ineffective.

#### **Evaluation for Certificated Employees**

Indiana Public Law 90 states that all "certificated employees" must be evaluated. Here on in the word "employee" will mean any certificated employee. The Warrick County School Corporation will follow this component and evaluate all employees on a yearly basis. This includes and is not limited to: teachers, administrators, counselors, media specialists, school psychologists, and speech pathologists.

### **Frequency of Evaluation**

Each certified employee will be evaluated utilizing the W.A.R.E. rubric each school year. An employee must be physically present at assigned facility and perform duties pursuant to teacher's contract for ninety (90) days to be evaluated under the full W.A.R.E. process that includes the Teacher Effectiveness Rubric. An employee must meet the terms outlined in the Collective Bargaining Agreement to receive any negotiated pay increase. Employees who do not meet this ninety-day requirement but receive pay for at least one hundred twenty (120) days (not including use of Sick Leave Bank) will be considered for supplemental payment up to or equal to the current year's negotiated pay increase.

### **Objective Measures of Student Achievement and Growth**

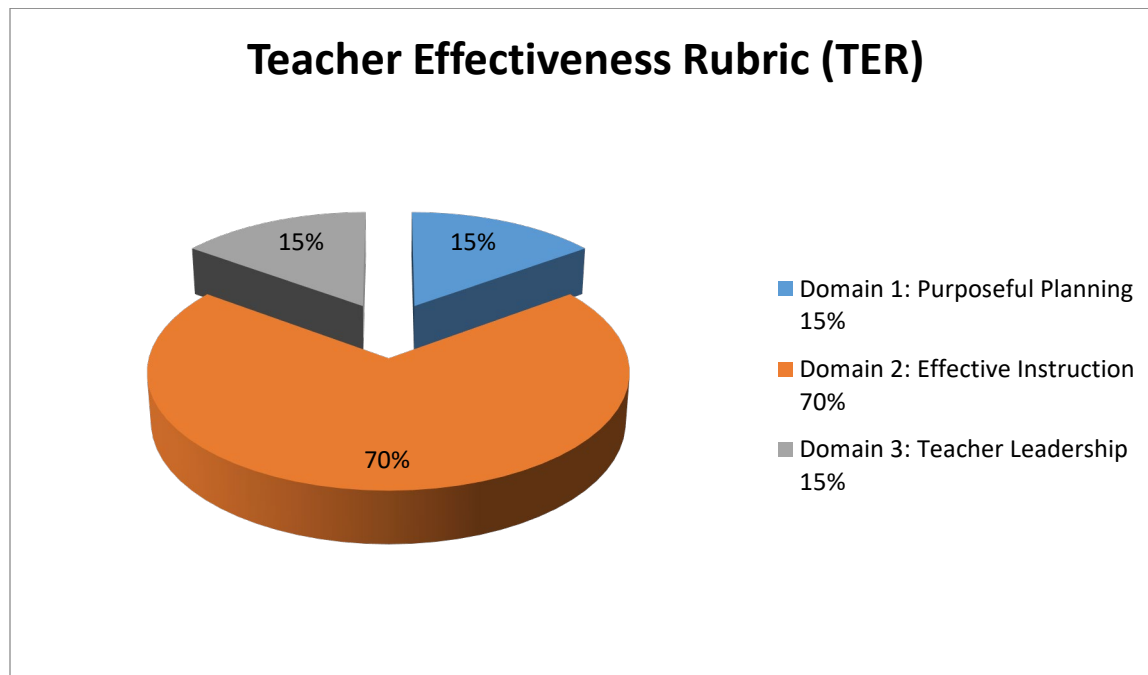
The law changed in Indiana when it came to Student Learning Objectives and Growth scores over the summer of 2020. This data as part of the evaluation has been removed. The corporation will no longer require a SLO or the use of a Growth score when conducting its evaluations.



## **Rigorous Measures of Effectiveness**

The observation rubrics for the various positions throughout the corporation are contained within this document. These rubrics, especially the Teacher Effectiveness Rubric (TER), follow the RISE 2.0 Teacher Effectiveness Rubric. The other rubrics closely follow the rubrics that the state has provided some guidance for their implementation. The observations will be conducted each year where the observers will conduct at least two ten minute and two forty minute observations. As the year progresses we will work with the teachers' association to iron out any differences from RISE 2.0 to RISE 3.0.

Along with the observations, the evaluation will include evidence for domains one and three which are Purposeful Planning and Teacher Leadership respectively. The Teacher Effectiveness Rubric will have the following percentages for teachers.



Core Professionalism figures into the overall TER at the end of the scoring once Domain 1, 2, and 3 are mathematically figured. Core Professionalism will be either a zero (0) or a negative one (-1) that is figured into the final TER score.

## **Teacher Effectiveness Rubric: Overview**

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

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

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

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

### Domain 3: Teacher Leadership

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

### Core Professionalism Rubric

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

## **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 the 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 the 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 the 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 Indiana Department of Education.

**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 the 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 Indiana Department of Education.

### **Negative Impact on Student Growth**

#### **Negative Impact on Student Learning**

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school Corporation's teacher evaluation plan: *A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective.*

Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If there is a determination of Negative Impact, and the teacher's combined rubric and student achievement and growth summative level is Effective or Highly Effective, the summative level will be reduced to Ineffective.

Negative Impact on Student Learning will be determined by the following:

**Teachers receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4-8 ELA and Mathematics):**

This report on negative impact will be pulled each year from LVIS system housed by the IDOE. Any teacher listed on this negative impact report will have an overall rating of Ineffective on the summative evaluation.

**All other Teachers who have locally selected assessments:**

If a teacher scores a 1 (Ineffective) on the class objective or targeted objective of the overall Student Learning Objective (SLO) then the teacher shall be determined to be having a negative impact on student learning. This rating of a 1 (Ineffective) can happen in just one of the areas (Class Objective or Targeted Objective) and it will result in an overall rating of Ineffective on the summative evaluation.

**Evaluation Feedback**

There will be a minimum of two observations for all teachers. New teachers will receive a minimum of two long and two short observations. These observations will be conducted by building level administrators and some central office administrators. The observations will be presented to the educator within seven (7) working days/school days. A copy of the evaluation (summation), which includes any and all documentation related to the evaluation, will be provided to the employee seven (7) days after the evaluation is conducted as per IC 20-28-11.5-6.

**Evaluators**

The evaluators and observers include principals, assistant principals, and central office administration (superintendent, assistant superintendent, director of special education, director of human resources, director of instruction and curriculum, supervisor of instruction, and Federal program director). At this time only administrative staff will be in the observation and evaluation roles.

Initial training for the administrators was developed following the RISE training model. The Supervisor of Instruction, along with the Assistant Superintendent and Director of Human Resources were all trained through the RISE model from the State of Indiana. These trainings took place in Southwestern Indiana on February 2<sup>nd</sup>, 2012, February 28<sup>th</sup>, 2012, May 10<sup>th</sup>, 2012, and June 20<sup>th</sup>, 2012. All of the trainings were conducted by the

SIEC in Southwestern Indiana. The three people trained for the school corporation took this training and information to the school administrators of Warrick County.

Initial principal trainings occurred on June 22, 26, 27, 2012 and August 1, 10, 2012. Follow-up training took place on September 12<sup>th</sup>, 2012. Further administrator training and discussion of the pilot year will continue at least once a month during the 2012-2013 school year.

Trainings in the evaluation model continued through the 13-14,14-15, 15-16, 16-17, 17-18, 18-19, 19-20, 21-22, 22-23 school years, as well as the beginning of the 23-24 school year. Any and all new administrators were trained in this time period as well. Monthly discussions about evaluations have and will continue within the school corporation for the administrative team.

All of the training was based upon the state run training sessions and is built around the RISE model. The Warrick County School Corporation model entitled W.A.R.E. uses everything from RISE except the various weighting of certain measures.

### **Feedback and Remediation Plans**

As stated earlier all observations will be given to the employee within seven (7) working/school days after they are completed. Once the summative evaluation is completed it will be given to the employee within seven (7) working/school days.

All employees that are rated as improvement necessary or ineffective for the summative evaluation will be placed on an improvement plan or Professional Development plan. Employees that receive an improvement necessary or ineffective on during the observation process of Domains 1, 2, and 3 will meet with the evaluator/observer to discuss the areas of weakness and what needs to be done in order to improve within those deficient areas.

The Professional Development Plan (Improvement Plan) will incorporate the use of employee license renewal credits that is intended to help the employee achieve an effective rating on the next performance evaluation. These renewal credits could be and are not limited to course offers from local education organizations and the school corporation offering courses to improve teacher instruction. The plan will be implemented and the employee will have ninety (90) working/school days to correct the deficiencies that are contained within the evaluation.

An employee who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the employee received a rating of ineffective. The employee is entitled to a private conference with the superintendent or superintendent's designee (IC 20-28-11.5-6 subsection c).

### **Instruction Delivered by Teachers Rated Ineffective**

The school corporation will follow the guidelines outlined in IC 20-28-11.5-7 Sections a, b, c and d as written.

**Evaluation Plan Discussion**

The Warrick County School Corporation held a discussion meeting with the teacher representation in August 2024 to discuss the evaluation process and any changes that would be occurring during the 2024-2025 school year. Monthly discussion meetings have been held with the teacher representation group with the administration and since the inception of the new evaluation process it has occasionally been a topic of discussion.

A public presentation was held with the Warrick County School Corporation School Board on Monday August 26, 2024. This regularly scheduled school board meeting was held to present the evaluation process to the board and the public as well as other board business.

**Teacher Appreciation Grant**

Below is the board adopted policy that was approved on August 26<sup>th</sup>, 2024

BOARD POLICY

|   |                                   |
|---|-----------------------------------|
| <b>WARRICK COUNTY SCHOOL CORPORATION</b><br><br><b>BOONVILLE, INDIANA</b> | <b>Code: 2435</b>                 |
|   | <b>Teacher Appreciation Grant</b> |

The Warrick County Board of School Trustees establishes this policy to distribute the Teacher Appreciation Grant monies according to Indiana law.

The Warrick County School Corporation shall in the “state fiscal year” in which a Teacher Appreciation Grant is made:

A. Adopt an annual policy concerning the distribution of the Teacher Appreciation Grant: and

B. Submit the policy to the Department of Education for approval; and

C. Obtain the Department of Education's approval of the policy.

The Board delegates to the Superintendent the responsibility of creating Regulations and Guidelines to establish the amount of the stipends and to disperse the funds according to this policy and Indiana law.

For the purposes of this policy, the following shall apply:

The term "teacher" shall mean a professional person whose position with a school corporation; special education cooperative established under IC 20-35-5; cooperative career and technical education program, special education program established by an interlocal agreement under IC 36-1-7; joint program agreement established under IC 20-26-10; or charter school requires a license (as defined in IC 20-28-1-7) and whose primary responsibility is the instruction of students in the classroom or virtual classroom.

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

The following applies to this policy concerning the distribution of a Teacher Appreciation Grant:

1. According to Indiana law, the Warrick County School Corporation shall differentiate between a teacher rated as a highly effective teacher and a teacher rated as an effective teacher. As required by Indiana law, the amount of a stipend awarded to a teacher rated as a highly effective teacher must be at least twenty-five percent (25%) more than the amount of a stipend awarded to a teacher rated as an effective teacher.

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

A Teacher Appreciation Grant received by the Warrick County School Corporation shall be allocated among and used only to pay cash stipends to all licensed teachers employed in Warrick County School Corporation classrooms who are rated as effective or as highly effective (during the 2022-2023 school year) and employed by the school as of December 1, 2023.

The Warrick County School Corporation will distribute all stipends within 20 business days of the date the Indiana Department of Education distributes the Teacher Appreciation Grant monies to the School Corporation.

Legal Reference: I.C. 20-43-10-3.5

Adopted: 08/14/2023

2435-1



**Rubric Name – in order of appearance**

Teacher Effectiveness Rubric

Special Education Teacher Effectiveness Rubric

School Psychologist Rubric

Media Specialist Rubric

School Counselor Rubric

School Administrator Rubric

Special Education Consultant Rubric

Athletic Director Rubric

Central Office Administrative Rubric

Superintendent Rubric



Warrick's Assessment Rubric Evaluation

**W.A.R.E.**

**WARRICK COUNTY SCHOOL CORPORATION**

**Teacher Effectiveness Rubric 2.0**

This document follows the RISE Teacher Effectiveness Rubric from [www.riseindiana.org](http://www.riseindiana.org)

This document is an exact copy of the RISE Teacher Effectiveness Rubric 2.0. The title page and other cosmetic enhancements have been applied. We will move to the RISE 3.0 rubric after we evaluate its changes.

## 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                    | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding | <b>Teacher uses prior assessment data to formulate:</b><br>- Achievement goals, unit plans, AND lesson plans   | <b>Teacher uses prior assessment data to formulate:</b><br>- Achievement goals, unit plans, OR lesson plans, but not all of the above  | Teacher rarely or never uses prior assessment data when planning.  |
| 1.2 - Set Ambitious and Measurable Achievement Goals     | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>- Plans an <u>ambitious</u> annual student achievement goal   | <b>Teacher develops an annual student achievement goal that is:</b><br>- Measurable;<br>- Aligned to content standards; AND<br>- Includes benchmarks to help monitor learning and inform interventions throughout the year | <b>Teacher develops an annual student achievement goal that is:</b><br>- Measurable<br><b>The goal may <i>not</i>:</b><br>- Align to content standards; OR<br>- Include benchmarks to help monitor learning and inform interventions throughout the year | Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes                       |
| 1.3 - Develop Standards-Based Unit Plans and Assessments | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>- Creates well-designed unit assessments that align with an end of year summative   | <b>Based on achievement goals, teacher plans units by:</b><br>- Identifying content standards that students will master in each unit<br>- Creating assessments   | <b>Based on achievement goals, teacher plans units by:</b><br>- Identifying content standards that students will master in each unit<br><br><b>Teacher may <i>not</i>:</b>   | 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. |

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|  | assessment (either state, district, or teacher created)<br>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit | before each unit begins for backwards planning<br>- Allocating an instructionally appropriate amount of time for each unit | -Create assessments before each unit begins for backwards planning<br>- Allocate an instructionally appropriate amount of time for each unit |  |
|--|--|--|--|--|

| Competencies   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--|--|--|---|---|
| 1.4 - Create Objective-Driven Lesson Plans and Assessments | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction<br>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | <b>Based on unit plan, teacher plans daily lessons by:</b><br>- Identifying lesson objectives that are aligned to state content standards.<br>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives<br>- Designing formative assessments that measure progress towards mastery and inform instruction | <b>Based on unit plan, teacher plans daily lessons by:</b><br>- Identifying lesson objectives that are aligned to state content standards<br>- Matching instructional strategies and activities/assignments to the lesson objectives.<br><br><b>Teacher may not:</b><br>- Design assignments that are meaningful or relevant<br>- 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              | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>- Uses daily checks for understanding for additional data points<br>- Updates tracking system daily<br>- Uses data analysis of student progress to drive lesson planning for the following day   | <b>Teacher uses an effective data tracking system for:</b><br>- Recording student assessment/progress data<br>- Analyzing student progress towards mastery and planning future lessons/units accordingly<br>- Maintaining a grading system aligned to student learning goals   | <b>Teacher uses an effective data tracking system for:</b><br>- Recording student assessment/progress data<br>- Maintaining a grading system<br><br><b>Teacher may not:</b><br>- Use data to analyze student progress towards mastery or to plan future lessons/units<br>- Have grading system that   | Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system   |

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|  |  |  | appropriately aligns with student learning goals |  |
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## 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.

| Competencies   | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--|---|--|---|---|
| 2.1 - Develop student understanding and mastery of lesson objectives | <p>Teacher is highly effective at developing student understanding and mastery of lesson objectives:<br/> <i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul> | <p>Teacher is effective at developing student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</li> <li>- Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> </ul> | <p>Teacher needs improvement at developing student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> <li>- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand</li> <li>- Lesson generally does not build on prior knowledge of</li> </ul> | <p>Teacher is ineffective at developing student understanding and mastery of lesson objectives:</p> <ul style="list-style-type: none"> <li>- Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson.</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</li> <li>- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul> | <p>students or students fail to make this connection</p> <ul style="list-style-type: none"> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul> | <p>students as to why the objective is important.</p> <ul style="list-style-type: none"> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective.</li> </ul> |
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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.

| Competencies   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|--|--|---|---|---|
| <b>2.2 - Demonstrate and Clearly Communicate Content Knowledge to Students</b> | <p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students:<br/><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the</li> </ul> | <p>Teacher is effective at demonstrating and clearly communicating content knowledge to students:</p> <ul style="list-style-type: none"> <li>- Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>- Content is clear, concise and well-organized</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Teacher emphasizes key points or main ideas in content</li> <li>- Teacher uses developmentally appropriate language and explanations</li> <li>- Teacher implements relevant</li> </ul> | <p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students:</p> <ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> </ul> | <p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students:</p> <ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Teacher does not emphasize main ideas, and students are often confused about content</li> <li>- Teacher fails to use developmentally appropriate</li> </ul> |

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|  | <p>content</p> <ul style="list-style-type: none"> <li>- Students participate in each other's learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul> | <p>instructional strategies learned via professional development</p> | <p>- Teacher does not always implement new and improved instructional strategies learned via professional development</p> | <p>language</p> <ul style="list-style-type: none"> <li>- Teacher does not implement new and improved instructional strategies learned via professional development</li> </ul> |
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Notes:

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

| Competencies                              | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|---|---|--|---|--|
| 2.3 - Engage students in academic content | <p>Teacher is highly effective at engaging students in academic content:<br/><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged,</li> </ul> | <p>Teacher is effective at engaging students in academic content:<br/>-3/4 or more of students are actively engaged in content at all times and not off-task</p> <ul style="list-style-type: none"> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> </ul> | <p>Teacher needs improvement at engaging students in academic content:<br/>- Fewer than 3/4 of students are engaged in content and many are off-task</p> <ul style="list-style-type: none"> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify</li> </ul> | <p>Teacher is ineffective at engaging students in academic content:<br/>- Fewer than 1/2 of students are engaged in content and many are off-task</p> <ul style="list-style-type: none"> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to</li> </ul> |

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|  | <p>and students who finish early have something else meaningful to do</p> <p>- Teacher effectively integrates technology as a tool to engage students in academic content</p> | <p>- ELL and IEP students have the appropriate accommodations to be engaged in content</p> <p>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</p> | <p>instruction for these students is limited or not always effective</p> <p>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</p> <p>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</p> | <p>fully engage in content and teacher makes no effort to adjust instruction for these students</p> <p>- ELL and IEP students are not provided with the necessary accommodations to engage in content</p> <p>- Students do not actively listen and are overtly disinterested in engaging.</p> |
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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, and 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.

| Competencies                  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|-------------------------------|---|--|---|--|
| 2.4 - Check for Understanding | <p>Teacher is highly effective at checking for understanding:<br/><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <p>- 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)</p> <p>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a</p> | <p>Teacher is effective at checking for understanding:</p> <p>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</p> <p>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding</p> <p>- Teacher uses wait time effectively both after posing a question and before helping students think through a</p> | <p>Teacher needs improvement at checking for understanding:</p> <p>- Teacher sometimes checks for understanding of content, but misses several key moments</p> <p>- 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</p> <p>- 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</p> | <p>Teacher is ineffective at checking for understanding:</p> <p>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments</p> <p>-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</p> <p>- 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.</p> |



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|  | range of both lower and higher-order thinking | <p>response</p> <ul style="list-style-type: none"> <li>- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul> |
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Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

| Competencies                              | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|---|--|--|---|--|
| <b>2.5 - Modify Instruction As Needed</b> | <p>Teacher is highly effective at modifying instruction as needed:<br/><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul> | <p>Teacher is effective at modifying instruction as needed:</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul> | <p>Teacher needs improvement at modifying instruction as needed:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> </ul> | <p>Teacher is ineffective at modifying instruction as needed:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same technique to respond to</li> </ul> |

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|  |  |  | - Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding | misunderstandings, even when it is not succeeding |
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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.

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

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|  | elements (e.g. extra credit or enrichment assignments) |  |  |  |
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Notes:

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

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

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

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

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

| Competencies                             | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|--|---|--|---|
| <b>2.7 - Maximize Instructional Time</b> | <p>Teacher is highly effective at maximizing instructional time:<br/><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher</li> </ul> | <p>Teacher is effective at maximizing instructional time:</p> <ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> </ul> | <p>Teacher needs improvement at maximizing instructional time:</p> <ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for</li> </ul> | <p>Teacher is ineffective at maximizing instructional time:</p> <ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused) for class without consequences</li> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- There are significant periods of time in which students are not engaged in meaningful work</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently</li> </ul> |

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|  | without much prompting<br><br>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson | - Almost all students are on-task and follow instructions of teacher without much prompting<br>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. | students to follow instructions and remain on-task<br><br>- 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. | do not follow directions and are off-task<br><br>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson. |
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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.

| Competencies  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|---|--|---|--|--|
| 2.8 - Create Classroom Culture of Respect and Collaboration | Teacher is highly effective at creating a classroom culture of respect and collaboration:<br><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i><br><br>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance<br><br>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves | Teacher is effective at creating a classroom culture of respect and collaboration:<br>- Students are respectful of their teacher and peers<br><br>- Students are given opportunities to collaborate and support each other in the learning process<br><br>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior<br><br>- 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:<br>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms<br><br>- 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<br><br>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both<br><br>- 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:<br>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior<br><br>- Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention<br>- Teacher rarely or never praises positive behavior<br><br>- 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.

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

Note:

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

### DOMAIN 3: Teacher Leadership

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

| Competencies                                 | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|--|---|--|---|
| 3.1 - Contribute to School Culture           | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Seek out leadership roles</li> <li>- Go above and beyond in dedicating time for students and peers outside of class</li> </ul>   | <b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul> | <b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>   | Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers. |
| 3.2 - Collaborate with Peers                 | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Go above and beyond in seeking out opportunities to collaborate</li> <li>- Coach peers through difficult situations</li> <li>- Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul> | <b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Seek out and participate in regular opportunities to work with and learn from others</li> <li>- Ask for assistance, when needed, and provide assistance to others in need</li> </ul>        | <b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Participate in occasional opportunities to work with and learn from others</li> <li>- Ask for assistance when needed</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Seek to provide other teachers with assistance when needed</li> </ul> OR <ul style="list-style-type: none"> <li>- Regularly seek out opportunities to work with others</li> </ul> | Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.                                       |
| 3.3 - Seek Professional Skills and Knowledge | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with</li> </ul>  | <b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement</li> </ul>  | <b>Teacher will:</b> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul>   | Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas,   |

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|  | others<br>- Seek out opportunities to lead professional development sessions | new practices into instruction, where applicable<br>- Welcome constructive feedback to improve practices | <b>Teacher may not:</b><br>- Actively pursue optional professional development opportunities<br>- Seek out ways to implement new practices into instruction<br>- Accept constructive feedback well | programs, or classes to improve teaching and learning |
|--|--|--|--|---|

| Competencies                              | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|---|--|---|--|--|
| 3.4 - Advocate for Student Success        | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b><br>- Display commitment to the education of all the students in the school<br>- Make changes and take risks to ensure student success   | <b>Teacher will:</b><br>- Display commitment to the education of all his/her students<br>- Attempt to remedy obstacles around student achievement<br>- Advocate for students' individualized needs                                  | <b>Teacher will:</b><br>- Display commitment to the education of all his/her students<br><br><b>Teacher may not:</b><br>- 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 | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>- Strives to form relationships in which parents are given ample opportunity to participate in student learning<br>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | <b>Teacher will:</b><br>- Proactively reach out to parents in a variety of ways to engage them in student learning<br>- Respond promptly to contact from parents<br>- Engage in all forms of parent outreach required by the school | <b>Teacher will:</b><br>- Respond to contact from parents<br>- Engage in all forms of parent outreach required by the school<br><br><b>Teacher may not:</b><br>- 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



# **WCSC SPECIAL EDUCATION TEACHER EFFECTIVENESS RUBRIC**

**Adopted 2022**

# DOMAIN 1: PURPOSEFUL PLANNING

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

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

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|  |  |  | -IEP goals aligned to state standards | appropriate amount of time for each unit |  |
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| 1.4 | <b>Create Objective-Driven Lesson Plans and Assessments</b> | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>-Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction<br>-Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | <b>Based on unit plan, teacher plans daily lessons by:</b><br>-Identifying lesson objectives that are aligned to state content standards<br>-Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives<br>-Designing formative assessments that measure progress towards mastery and inform instruction<br>-Instruction based on IEP goals<br>-Evidence that the IEP is being implemented across all settings | <b>Based on unit plan, teacher plans daily lessons by:</b><br>-Identifying lesson objectives that are aligned to state content standards<br>-Matching instructional strategies and activities/assignments to the lesson objectives<br><br><b>Teacher may not:</b><br>-Design assignments that are meaningful or relevant<br>-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 | <b>Track Student Data and Analyze Progress</b>              | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>-Uses daily checks for understanding for additional data points<br>-Updates tracking system daily<br>-Uses data analysis of student progress to drive lesson planning for the following day  | <b>Teacher uses an effective data tracking system for:</b><br>-Recording student assessment/progress data<br>-Analyzing student progress towards mastery and planning future lessons/units accordingly<br>-Maintaining a grading system aligned to student learning goals<br>-Teacher monitors progress on IEP goals once per quarter<br>-Services are implemented as identified in IEP  | <b>Teacher uses an effective data tracking system for:</b><br>-Recording student assessment/progress data<br>-Maintaining a grading system<br><br><b>Teacher may not:</b><br>-Use data to analyze student progress towards mastery or to plan future lessons/units<br>-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  |

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| 1.6 | <b>Organizes the completion and compliance of IEPs</b>              | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>Consistently completes all required duties related to the special education process and initiates new effective processes that serve as a model for other teachers. | Completes all required and assigned duties related to the special education process. | Completes some required and assigned duties related to the special education process. | Does not complete required and assigned duties related to special education process. |
| 1.7 | <b>Organizes the completion and compliance of case conferences.</b> | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b><br>Consistently completes all required duties related to the special education process and initiates new effective processes that serve as a model for other teachers. | Completes all required and assigned duties related to the special education process. | Completes some required and assigned duties related to the special education process. | Does not complete required and assigned duties related to special education process. |

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

| Competency             | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|------------------------|--|---|--|---|
| <b>Competency 2:1:</b> | Teacher is highly effective at developing student understanding and mastery of lesson objectives | Teacher is effective at developing student understanding and mastery of lesson objectives | Teacher needs improvement at developing student understanding and mastery of lesson objectives | Teacher is ineffective at developing student understanding and mastery of lesson objectives |

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| <b>Develop Student Understanding and Mastery of Lesson Objectives</b> | <b><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></b>   | -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<br>-Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms<br>-Importance of the objective is explained so that students understand why they are learning what they are learning<br>-Lesson builds on students' prior knowledge of key concepts and | 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<br><br>-Objective is stated, but not in a student-friendly manner that leads to understanding<br><br>-Teacher attempts explanation of importance of objective, but students fail to understand | -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<br><br>-There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students<br><br>-Teacher may fail to discuss importance of objective or there may not be a clear understanding |
|   | -Students can explain what they are learning and why it is important, beyond repeating the stated objective<br><br>-Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection |  |   |  |

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|  |  | skills and makes this connection evident to students<br>-Lesson is well-organized to move students towards mastery of the objective<br><b>-Lesson plan that incorporates differentiated instruction for all levels of instruction/student needs.</b><br><b>-Clearly identified objective</b><br><b>-TOR identifies relationship between lesson and IEP goals</b> | -Lesson generally does not build on prior knowledge of students or students fail to make this connection<br><br>-Organization of the lesson may not always be connected to mastery of the objective | amongst students as to why the objective is important<br><br>-There may be no effort to connect objective to prior knowledge of students<br><br>-Lesson is disorganized and does not lead to mastery of objective |
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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) |
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| <b>Competency 2:2:</b>   | Teacher is highly effective at demonstrating and clearly communicating content knowledge to students   | Teacher is effective at demonstrating and clearly communicating content knowledge to students   | Teacher needs improvement at demonstrating and clearly communicating content knowledge to students  | Teacher is ineffective at demonstrating and clearly communicating content knowledge to students   |
| <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b> | <p><i><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></i></p> <ul style="list-style-type: none"> <li>-Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>-Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>-Explanations spark student</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>-Content is clear, concise and well-organized</li> <li>-Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>-Teacher emphasizes key points or main ideas in content</li> <li>-Teacher uses developmentally</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>-Content occasionally lacks clarity and is not as well organized as it could be</li> <li>-Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>-Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher may deliver content that is factually incorrect</li> <li>-Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>-Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>-Teacher does not emphasize main ideas, and students are often confused about content</li> </ul> |

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|  | <p>excitement and interest in the content</p> <ul style="list-style-type: none"> <li>-Students participate in each other's learning of content through collaboration during the lesson</li> <li>-Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul> | <p>appropriate language and explanations</p> <ul style="list-style-type: none"> <li>-Teacher implements relevant instructional strategies learned via professional development</li> </ul> | <ul style="list-style-type: none"> <li>-Explanations sometimes lack developmentally appropriate language</li> <li>-Teacher does not always implement new and improved instructional strategies learned via professional development</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher fails to use developmentally appropriate language</li> </ul> |
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Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

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

| Competency                                 | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|--|--|---|
| <b>Competency 2:3:</b>                     | Teacher is highly effective at engaging students in academic content  | Teacher is effective at engaging students in academic content  | Teacher needs improvement at engaging students in academic content   | Teacher is ineffective at engaging students in academic content   |
| <b>Engage Students in Academic Content</b> | <p><i><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></i></p> <ul style="list-style-type: none"> <li>-Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>-Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>-The lesson progresses at an appropriate pace so that students are never disengaged, and students who</li> </ul> | <ul style="list-style-type: none"> <li>-3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>-Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>-Teacher sustains the attention of the class by maintaining a dynamic presence</li> <li>-Ways of engaging with content reflect different learning modalities or intelligences</li> <li>-Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>-ELL and IEP students have the appropriate</li> </ul> | <ul style="list-style-type: none"> <li>-Fewer than ¾ of students are engaged in content and many are off-task</li> <li>-Teacher may provide multiple ways of engaging students but perhaps not aligned to lesson objective or mastery of content</li> <li>-Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>-Some students may not have the prerequisite skills necessary to fully</li> </ul> | <ul style="list-style-type: none"> <li>-Fewer than ½ of students are engaged in content and many are off-task</li> <li>-Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>-Teacher does not differentiate instruction to target different learning modalities</li> <li>-Most students do not have the prerequisite skills necessary to fully</li> </ul> |

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|  | <p>finish early have something else meaningful to do</p> <ul style="list-style-type: none"> <li>-Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul> | <p>accommodations to be engaged in content</p> <ul style="list-style-type: none"> <li>-Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> <li>-Evidence of use of Peer Reviewed and/or Research based strategies</li> </ul> | <p>engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</p> <ul style="list-style-type: none"> <li>-Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul> | <p>engage in content and teacher makes no effort to adjust instruction for these students</p> <ul style="list-style-type: none"> <li>-ELL and IEP students are not provided with the necessary accommodations to engage in content</li> </ul> |
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Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but not be limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task)



during lesson; or (c) active participation in hands-on tasks/activities.

4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

| Competency                     | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|--------------------------------|---|---|---|---|
| <b>Competency 2:4:</b>         | Teacher is highly effective at checking for understanding   | Teacher is effective at checking for understanding  | Teacher needs improvement at checking for understanding   | Teacher is ineffective at checking for understanding  |
| <b>Check for Understanding</b> | <p><i><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></i></p> <ul style="list-style-type: none"> <li>-Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>-Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate “pulse” of the class’s understanding</li> <li>-Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>-Teacher uses a variety of methods to check for understanding</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>-Teacher mostly gets an accurate “pulse” of the class’s understanding, but may not gain enough information to modify the lesson accordingly</li> <li>-Teacher may not use a variety of methods to check for understanding, when doing so would be helpful</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher rarely or never checks for Understanding of content, or misses nearly all key moments</li> <li>-Teacher rarely or never gets an accurate “pulse” of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson</li> <li>-Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping</li> </ul> |

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|  | range of both lower and higher-order thinking | <p>-Teacher uses wait time effectively both after posing a question and before helping students think through a response</p> <p>-Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</p> <p>-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)</p> | <p>-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</p> <p>-Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</p> <p>-Teacher may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning</p> | <p>them think through the answer</p> <p>-Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</p> <p>-Teacher rarely or never assesses for mastery at the end of the lesson</p> |
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Notes:

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

| Competency                          | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|-------------------------------------|---|---|---|--|
| <b>Competency 2.5:</b>              | Teacher is highly effective at modifying instruction as needed  | Teacher is effective at modifying instruction as needed   | Teacher needs improvement at modifying instruction as needed  | Teacher is ineffective at modifying instruction as needed  |
| <b>Modify Instruction As Needed</b> | <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <p>-Teacher anticipates student misunderstandings and preemptively addresses them</p> | <p>-Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</p> <p><b>-Teacher differentiates delivery of instruction based on checks for</b></p> | <p>-Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</p> | <p>-Teacher 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</p> <p>-Teacher only responds to</p> |

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|  | -Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement | <p>understanding and assessment data to meet diverse student needs</p> <p>-Teacher responds to misunderstandings with effective scaffolding techniques</p> <p>-Teacher doesn't give up, but continues to try to address misunderstandings with different techniques if the first try is not successful</p> | <p>-Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</p> <p>-Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</p> | <p>misunderstandings by using teacher-driven scaffolding techniques</p> <p>-Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</p> |
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Notes:

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

| Competency  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|---|---|---|---|--|
| <b>Competency 2.6:</b>  | Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work | Teacher is effective at developing a higher level of understanding through rigorous instruction and work        | Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work | Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work |
| <b>Develop Higher Level of Understanding through Rigorous</b> | <i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>      | <p>-Lesson is accessible and challenging to almost all students</p> <p>-Teacher frequently develops higher-</p> | <p>-Lesson is not always accessible or challenging for students</p> <p>-Some questions used may not be</p>    | -Lesson is not aligned with developmental level of students (may be too challenging or too easy)           |

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| <b>Instruction and Work</b> | <p>-Lesson is accessible and challenging to all students</p> <p>-Students are able to answer higher-level questions with meaningful responses</p> <p>-Students pose higher-level questions to the teacher and to each other</p> <p>-Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</p> <p>-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)</p> | <p>level understanding through effective questioning</p> <p>-Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</p> <p>-Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</p> <p>-Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</p> | <p>effective in developing higher-level understanding (too complex or confusing)</p> <p>-Teacher may not always use questioning as an effective tool to increase understanding</p> <p>-While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</p> <p>-Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</p> | <p>-Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</p> <p>-Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</p> <p>-Teacher gives up on students easily and does not encourage them to persist through difficult tasks</p> |
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Notes:

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

Activating higher levels of inquiry on Bloom's taxonomy (using words such as "analyze", "classify", "compare", "decide", "evaluate", "explain", or "represent")

Asking students to explain their reasoning, why they are learning something, or to summarize the main idea

Asking students to apply a new skill or concept in a different context, or prompting students to make connections to previous material or prior knowledge

Posing a question that increases the rigor of the lesson content

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

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

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

| Competency                         | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|------------------------------------|--|---|--|---|
| <b>Competency 2.7:</b>             | Teacher is highly effective at maximizing instructional time   | Teacher is effective at maximizing instructional time                                   | Teacher needs improvement at maximizing instructional time                         | Teacher is ineffective at maximizing instructional time                     |
| <b>Maximize Instructional Time</b> | <i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i> | -Students arrive on-time and are aware of the consequences of arriving late (unexcused) | -Some students consistently arrive late (unexcused) for class without consequences | -Some may frequently arrive late (unexcused) for class without consequences |

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

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

| Competency             | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|------------------------|--|---|--|---|
| <b>Competency 2.8:</b> | Teacher is highly effective at creating a classroom culture of respect and collaboration | Teacher is effective at creating a classroom culture of respect and collaboration | Teacher needs improvement at creating a classroom culture of respect and collaboration | Teacher is ineffective at creating a classroom culture of respect and collaboration |

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| <p><b>Create Classroom Culture of Respect and Collaboration</b></p> | <p><i><b>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</b></i></p> <ul style="list-style-type: none"> <li>-Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</li> <li>-Students reinforce positive character and behavior and discourage negative behavior amongst themselves</li> </ul> | <ul style="list-style-type: none"> <li>-Students are respectful of their teacher and peers</li> <li>-Students are given opportunities to collaborate and support each other in the learning process</li> <li>-Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>-Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinion</li> </ul> <p><i>-Evidence of instruction on behavior goals across all settings</i></p> <p><i>-Evidence of implementation of positive behavior management plan</i></p> <p><i>-Environmental supports are in place</i></p> | <ul style="list-style-type: none"> <li>-Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>-Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> <li>-Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</li> <li>-Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul> | <ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>-Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention</li> <li>-Teacher rarely or never praises positive behavior</li> <li>-Teacher rarely or never addresses negative behavior</li> </ul> |
|---|---|---|---|---|

Notes:

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

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

Notes:

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

| Competency   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|--|--|---|--|--|
| Competency 2.10:<br>Provide<br>Impactful<br>Feedback | Teacher is highly effective at providing impactful feedback to students.<br><br>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:<br><br>Deliberately teaches students how to ask for, understand, and use the feedback provided to develop student self-regulation<br><br>Recognizes the value of peer feedback, and deliberately teaches students to give other peers appropriate feedback <sup>1</sup> | Teacher is effective at providing impactful feedback to students.<br><br>Feedback is individualized<br><br>Feedback is focused on the task, not the learner<br><br>Feedback addresses the three important feedback questions: Where am I going? How am I going there? Where am I going next? This clearly indicates to the student where his or her current performance level is in relationship to the goal<br><br>Feedback is presented in manageable units <sup>2</sup><br><br>Teacher creates a feedback environment that welcomes errors as learning opportunities | Teacher needs improvement in providing impactful feedback to students.<br><br>Feedback is sometimes individualized but Most feedback during instruction is whole group<br><br>Feedback is sometimes focused on the task<br><br>Feedback is more often general and/or corrective in nature<br><br>Feedback is sometimes not clear or usable to the learner<br><br>Teacher sometimes allows errors as learning opportunities | Teacher is ineffective in providing impactful feedback to students.<br><br>Feedback is rarely given<br><br>Feedback is rarely focused on the task and is often general to the student such as “good job”<br><br>Feedback is rarely clear or usable to the learner<br><br>Errors are not used as learning opportunities |

Note:

<sup>1</sup>See figure 7.2 on page 133 in Visible Learning for Teachers by Hattie

<sup>2</sup>Manageable Units-The amount of feedback is appropriate for the learner (Few action oriented items)

Reference include Shute 2008 as provided by Hattie plans, etc.

Examples for Kindergarten demonstrating impactful feedback at that level will be developed.

This competency may be evidence based or observed



## 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<br><br><b>Contribute to School Culture</b> | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Seek out leadership roles</li> <li>-Go above and beyond in dedicating time for students and peers outside of class</li> </ul>  | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Contribute ideas and expertise to further the school's mission and initiatives</li> <li>-Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>                            | <p>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</p> |
| 3.2<br><br><b>Collaborate with Peers</b>       | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Go above and beyond in seeking out opportunities to collaborate</li> <li>-Coach peers through difficult situations</li> <li>-Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Seek out and participate in regular opportunities to work with and learn from others</li> <li>-Ask for assistance, when needed, and provide assistance to others in need</li> </ul>        | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Participate in occasional opportunities to work with and learn from others</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>-Seek to provide other teachers with assistance when needed OR</li> <li>-Regularly seek out opportunities to work with others</li> </ul> | <p>Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player</p>                                       |

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| 3.3 | <b>Seek Professional Skills And Knowledge</b> | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b><br>-Regularly share newly learned knowledge and practices with others<br>-Seek out opportunities to lead | <b>Teacher will:</b><br>-Actively pursue opportunities to improve knowledge and practice<br>-Seek out ways to implement new practices into instruction, where applicable | <b>Teacher will:</b><br>-Attend all mandatory professional development opportunities<br><b>Teacher may <i>not</i>:</b><br>-Actively pursue optional | Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and |
|-----|---|---|--|---|--|

|     |                                     |  |   |   |   |
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|     |                                     | professional development sessions  | -Welcome constructive feedback to improve practices   | professional development opportunities<br>-Seek out ways to implement new practices into instruction<br>-Accept constructive feedback well              | learning  |
| 3.4 | <b>Advocate for Student Success</b> | <b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b><br>-Display commitment to the education of all the students in the school<br>-Make changes and take risks to ensure student success | <b>Teacher will:</b><br>-Display commitment to the education of all his/her students<br>-Attempts to remedy obstacles around student achievement<br>-Advocate for students' individualized needs<br>-Appropriate Gen Ed teachers have copies of IEP's | <b>Teacher will:</b><br>-Display commitment to the education of all his/her students<br><b>Teacher may <i>not</i>:</b><br>-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 | <p><b>Engage Families in Student Learning</b></p> | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>-Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>-Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>-Respond promptly to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>-Respond to contact from parents</li> <li>-Engage in all forms of parent outreach required by the school</li> </ul> <p><b>Teacher may <i>not</i>:</b></p> <ul style="list-style-type: none"> <li>-Proactively reach out to parents to engage them in student learning</li> </ul> | <p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contact from parents</p> |
|-----|---|--|--|---|--|

## Core Professionalism Rubric

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

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

- Prior to a teacher having their overall rating negatively affected by the Core Professionalism Rubric component, a pattern of behavior must be documented by the primary evaluator and brought to the attention of the teacher. The evaluator should first provide the teacher a verbal and written warning outlining the action(s) that do not meet the standard. If the action(s) occur again, the evaluator should provide the teacher with a written reprimand outlining the actions of the teacher which do not meet standard and clear expectations of professional behavior outlined. If the action(s) occur a third time the primary evaluator will notify the teacher of his/her intent to indicate the teacher does not meet the Core Professionalism standard(s) and a deduction will be made ranging from .5 to 1 point. A teacher may request a conference with the superintendent or designee if the teacher is in disagreement with the

primary evaluators rating and/or point deduction from the TER.

- In cases of gross insubordination, disregard for student wellbeing or safety, or actions contrary to the expected ethics of the WCSC professional staff the primary evaluator will notify the superintendent immediately. The superintendent or designee will conference with the teacher and may impose a deduction of up to one point on the TER if so warranted.

## **SCHOOL PSYCHOLOGIST RUBRIC**

### **Purpose of the Rubric**

The School Psychologist Professional Practice Rubric (SPPPR) was developed for three key purposes:

- To provide a description of the key roles and responsibilities of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.
- To inform the personnel evaluation process of school psychologists.
- To assist school administrators' recognition of effective school psychologists and support of ongoing professional development for their school psychology staff.

### **Development of the Rubric**

The SPPPR was developed by a representative group of school psychologists and school administrators from across Indiana in collaboration with a workgroup of the Indiana Association of School Psychologists (IASP). Multiple stakeholders provided input and the rubric was piloted in 15 Indiana districts/cooperatives.

The Model for Comprehensive and Integrated School Psychological Services (National Association of School Psychologists [NASP], 2010) was utilized to develop the domains, indicators, and example activities. The SPPP was also developed to align with personnel evaluation materials and requirements of the Indiana Department of Education. The below resources were also utilized:

Harvey, V. S., & Struzziero, J. A. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.) Thousand Oaks, CA: Corwin Press.

Skalski, A. K. (2011, March/April). Should Student Achievement Data Be Considered in the Evaluation of School Psychologists? NASP Communiqué. [www.nasponline.org](http://www.nasponline.org)

## **Using the Rubric**

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.
- The SPPPR should be used as a self-assessment by a school psychologist. The ratings could be shared with a supervisor and considered in the evaluation process to determine final ratings and areas for future professional growth.
- School psychologists should provide evidence, or artifacts, to support their self-ratings on the SPPPR. Examples include: student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.
- The SPPPR should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles. When possible, a credentialed school psychologist should be the evaluator or at a minimum serve as one level of review.
- The activities listed for the rating categories (Highly Effective, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.
- Supervisor ratings on the SPPPR will be more accurate and valid when based on first-hand knowledge of the school psychologists' job performance. Observations, review of provided evidence/artifacts and self-ratings, and input from other school staff would be informative.
- The final SPPPR ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.
- Scoring of the SPPPR should take into consideration the domains determined applicable to the individual school psychologist. Normative data has not been collected for the SPPPR so decisions about criteria and overall classifications of effectiveness should be made at the local level.

## DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

| Indicator  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|--|---|---|---|---|
| <p>1.1: Utilizes appropriate assessment and data collection methods</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____.</p>   | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.</li> </ul>   | <p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> <li>-Appropriate for the intended purpose,</li> <li>-Appropriate and individualized for the specific student's cultural, linguistic and disability background, and</li> <li>-Of sufficient variety for the intended purpose.</li> </ul>  | <p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> <li>-Appropriate for the student, and</li> <li>-Administered, scored, and interpreted correctly</li> </ul> <p>But are</p> <ul style="list-style-type: none"> <li>-Limited in variety for the intended purpose, or</li> <li>-Limited in individualization for the specific student(s).</li> </ul> | <p>School Psychologist uses assessment and data collection methods that are</p> <ul style="list-style-type: none"> <li>-Inappropriate for purpose and/or student, or</li> <li>-Are administered, scored, or interpreted incorrectly.</li> </ul>   |
| <p>1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</li> <li>-Conducts a needs assessment to guide the development and delivery of building/district school-wide programs,</li> <li>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</li> <li>-Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.</li> </ul> | <p>School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>-Collects, or assists with collection, of student data to inform core curriculum and instructional practices,</li> <li>-Researches and helps select assessments for universal screening,</li> <li>-Summarizes universal screening and/or benchmarking data,</li> </ul> | <p>School Psychologist is</p> <ul style="list-style-type: none"> <li>-Responsive to opportunities to contribute to school-wide assessment practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</li> <li>-Involved in continued professional growth and learning regarding school-wide practices.</li> </ul>  | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about school-wide assessment and data-based decision making practices,</li> <li>-Lacks knowledge about the collection and use of school-wide data, and/or</li> <li>-Fails to take advantage of opportunities to engage in school-wide assessment practices.</li> </ul> |



## DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY

School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs

| Indicator     | Highly Effective (4) | Effective (3)   | Improvement Necessary (2) | Ineffective (1) |
|---------------|----------------------|---|---------------------------|-----------------|
| Rating:_____. |                      | -Applies data to curricular decisions and/or instructional practices. |                           |                 |

## DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued

| Indicator  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|--|--|---|---|--|
| <p>1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements,</p> <p>-Conducts supplemental diagnostic assessments to assist in intervention selection,</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices.</p> | <p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Example activities include</p> <p>-Collects, or assists with collection, of student progress monitoring data,</p> <p>-Researches and helps select assessments for progress monitoring,</p> <p>-Summarizes progress monitoring data, and</p> <p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p> | <p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.</p> | <p>School Psychologist</p> <p>-Lacks knowledge about data-based problem solving practices,</p> <p>-Lacks knowledge about the collection and use of progress monitoring data, and/or</p> <p>-Fails to take advantage of opportunities to engage in progress monitoring practices.</p> |

|   |  |   |   |   |
|---|--|---|---|---|
| Rating:_____.   |  |   |   |   |
| <p>1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating:_____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</li> <li>-Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.</li> </ul> | <p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> <li>-Compliant with minimum requirements of Article 7,</li> <li>-Appropriate for the student being evaluated, and</li> <li>-Informative for instructional and/or programming purposes.</li> </ul> | <p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> <li>-Compliant with minimum requirements of Article 7</li> </ul> <p>But are</p> <ul style="list-style-type: none"> <li>-Limited in appropriateness for the student being evaluated and/or</li> <li>-Limited in providing instructionally relevant information.</li> </ul> | <p>School Psychologist conducts evaluations that are</p> <ul style="list-style-type: none"> <li>-Not compliant with Article 7, and/or</li> <li>-Inappropriate for the student being evaluated.</li> </ul> |
|   |  |   |   |   |

**DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued**

| Indicator  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|--|--|---|
| 1.5: Completes evaluations in a timely manner.<br><br>Rating:_____.                            | Completed all in a timely manner  | Few evaluations completed after compliance due dates for reasons outside the school psychologist's control   | Few evaluations completed after compliance due dates for reasons within the school psychologist's control  | Multiple evaluations completed past the compliance due dates  |
| 1.6: Utilizes technology as part of data-based decision making practices.<br><br>Rating:_____. | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance,</li> <li>-Provides mentoring and coaching to colleagues regarding the use of technological tools and programs,</li> </ul> | <p>School Psychologist utilizes technology to meet the expectations of role and responsibilities.</p> <p>Example activities include using technological tools to</p> <ul style="list-style-type: none"> <li>-collect assessment data, when appropriate,</li> <li>-score data,</li> <li>-summarize data,</li> <li>-graph data, and/or</li> <li>-share data and findings with others.</li> </ul> | <p>School Psychologist is</p> <ul style="list-style-type: none"> <li>-Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or</li> <li>-Knowledge and skill with technological tools and programs is <b>insufficient</b> to meet expectations of role/school(s).</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about the use of technological tools and programs,</li> <li>-Lacks the skills needed to use technological tools and programs, and/or</li> <li>-Fails to engage in professional growth and learning to gain needed knowledge and skills.</li> </ul> |

## DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

| Indicator   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|---|--|--|--|---|
| <p>2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic</p> <p><input type="checkbox"/> Social-Emotional</p> <p><input type="checkbox"/> Behavioral</p> <p>Rating: _____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide practices.</p> | <p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include</p> <p>-Researches and helps select instructional strategies, approaches, or programs,</p> <p>-Assists staff in learning and implementing new instructional strategies, approaches, or programs,</p> <p>-Assists in the collection of information about implementation integrity.</p> <p>-Assists with student safety and bullying activities.</p> | <p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are <b>insufficient</b> to meet expectations of role/school(s), and</p> <p>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.</p> | <p>School Psychologist</p> <p>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains</p> <p>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> |

## DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS

School psychologists utilize their knowledge of intervention and instructional support, mental health, prevention, and response to assist with the development and delivery of services to students to improve learning and student outcomes.

| Indicator  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--|--|--|---|---|
| <p>2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</li> <li>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</li> <li>-Assists with the development and/or delivery of staff professional development to</li> </ul> | <p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>- Researches and helps select intervention strategies and approaches for school(s),</li> <li>-Helps develop intervention plans for individual students or small groups of students,</li> <li>-Applies progress monitoring data</li> </ul> | <p>School Psychologist is</p> <ul style="list-style-type: none"> <li>-Responsive to opportunities to contribute to intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</li> <li>-Involved in continued professional growth and learning regarding intervention practices.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about intervention strategies and practices,</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> |

| DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued                                   |                                 |  |                           |                 |
|---|---------------------------------|--|---------------------------|-----------------|
| Indicator   | Highly Effective (4)            | Effective (3)  | Improvement Necessary (2) | Ineffective (1) |
| <input type="checkbox"/> Academic<br><input type="checkbox"/> Social-Emotional<br><input type="checkbox"/> Behavioral<br><br>Rating: _____. | support intervention practices. | to intervention practices and decisions about need for additional services/supports.<br><br>-Assists staff in learning and implementing new intervention strategies, approaches, or programs,<br><br>-Provides intervention services to individual students or small groups, or<br><br>-Assists in the collection of information about implementation integrity. |                           |                 |

|  |  |   |   |   |
|--|--|---|---|---|
| <p>2.3: Contributes to crisis response and intervention practices.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating:_____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or</li> <li>-Assists with the development and/or delivery of staff professional development on crisis response and intervention.</li> <li>-Collaborates with community agencies to provide coordinated response and services to crisis situations.</li> </ul> | <p>School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>- Assists in the development of crisis response and intervention plans,</li> <li>-Participates in school-wide crisis response and intervention training,</li> <li>-Provides crisis intervention services to students, staff, and community.</li> </ul> | <p>School Psychologist is</p> <ul style="list-style-type: none"> <li>-Responsive to opportunities to contribute to crisis response and intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</li> <li>-Involved in continued professional growth and learning regarding crisis response and intervention.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about crisis response and intervention practices.</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning</li> </ul> |
|--|--|---|---|---|

| DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued |                      |               |                           |                 |
|---|----------------------|---------------|---------------------------|-----------------|
| Indicator   | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) |

|   |  |   |   |  |
|---|--|---|---|--|
| <p>2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p> <p>Rating:_____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on student diversity.</li> <li>-Provides mentoring and coaching to colleagues regarding issues of diversity and student learning,</li> <li>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and</li> <li>-Knowledge and skills meet the expectations of the role and school(s) population.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes</li> </ul> <p>But practices</p> <ul style="list-style-type: none"> <li>-Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> |
|---|--|---|---|--|



### DOMAIN 3: CONSULTATION AND COLLABORATION

School psychologists utilize their knowledge of school-wide practices to promote learning as well as consultation and collaboration to assist staff in creating and maintaining effective learning environments.

| Indicator  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|---|--|---|
| <p>3.1: Engages in consultation and collaboration with school staff.</p> <p>Rating: _____.</p>         | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on collaboration and consultation.</li> <li>-Provides mentoring and coaching to colleagues regarding consultation strategies.</li> <li>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.</li> </ul> | <p>School Psychologist effectively engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>- Assists teachers with identifying concerns to target through intervention practices,</li> <li>-Supports teachers with intervention implementation through coaching, providing feedback, modeling, etc.,</li> <li>-Works well with others as part of a team (e.g., intervention team, problem solving team, multidisciplinary team, case conference committee) and/or</li> <li>-Utilizes facilitation and conflict resolution skills and strategies.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding consultation and collaboration strategies,</li> </ul> <p>However individual's practices</p> <ul style="list-style-type: none"> <li>-Demonstrate limited application of knowledge and skills to expected roles and responsibilities.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge and skills about effective consultation strategies and practices, and/or</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> |
| <p>3.2: Engages in consultation and collaboration with parents and families.</p> <p>Rating: _____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on collaboration and consultation.</li> <li>-Provides mentoring and coaching to colleagues regarding consultation strategies.</li> </ul>   | <p>School Psychologist effectively engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>- Discusses parent concerns and provides suggestions for strategies to use at home,</li> <li>-Clearly explains assessment data and intervention strategies,</li> </ul>   | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding consultation and collaboration strategies,</li> </ul> <p>However individual's practices do not</p> <ul style="list-style-type: none"> <li>-Demonstrate application of this knowledge to expected roles and responsibilities</li> </ul>         | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about effective consultation strategies and practices, and/or</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul>            |

| DOMAIN 3: CONSULTATION AND COLLABORATION, continued  |   |  |   |  |
|--|---|--|---|--|
| Indicator  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|  | <ul style="list-style-type: none"> <li>-Applies knowledge in innovative ways to assist students and families.</li> <li>- Conducts and/or assists with parent education sessions and trainings</li> </ul>  | <ul style="list-style-type: none"> <li>-Explains school procedures for services such as special education, intervention, etc.</li> <li>-Clearly explains evaluation findings following special education evaluation, and</li> <li>-Answers questions clearly and comprehensively.</li> </ul>   |   |  |
| <p>3.3: Engages in consultation and collaboration with community agencies and providers.</p> <p>Rating: _____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on collaboration and consultation.</li> <li>-Provides mentoring and coaching to colleagues regarding consultation strategies.</li> <li>-Applies knowledge in innovative ways to assist students, families, schools, and community,</li> <li>-Conducts professional development for community agencies and providers</li> </ul> | <p>School Psychologist effectively engages in consultation and collaboration with community agencies in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <ul style="list-style-type: none"> <li>-Contacts community providers to obtain information needed for instructional programming,</li> <li>-Clearly explains school procedures for services and practices,</li> <li>-Refers students and families to community providers for needed services,</li> <li>-Communicates with community providers in a clear and ethical manner.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding consultation and collaboration strategies,</li> </ul> <p>However, individual's practices do not</p> <ul style="list-style-type: none"> <li>-Demonstrate application of this knowledge to expected roles and responsibilities</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about effective consultation strategies and practices, and/or</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> |

## Domain 4: LEADERSHIP

School psychologists develop and sustain professional involvement and leadership to ensure the continued learning and effective school psychological services to schools, families, and students.

| Indicator   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|---|--|--|--|--|
| <p>4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill</p> <p>Rating: _____.</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Reflects critically on own skills and identifies professional learning needs,</li> <li>-Shares newly learned knowledge and practices with colleagues and school staff,</li> <li>-Seeks opportunities to provide professional learning sessions for colleagues and school staff, and</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Responds well to constructive feedback,</li> <li>-Utilizes feedback to identify areas for professional growth,</li> <li>-Initiates attendance at optional professional learning events,</li> <li>-Engages in professional reading of current research and practice,</li> <li>-Demonstrates application of knowledge/skills addressed in attended professional learning events.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Attends mandatory professional learning events</li> </ul> <p>But does not</p> <ul style="list-style-type: none"> <li>-Respond to constructive feedback,</li> <li>-Demonstrate application of knowledge/skill addressed in professional learning events, or</li> <li>-Initiate attendance at optional professional learning events.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Fails to seek or take advantage of opportunities to engage in professional learning, and/or</li> <li>-Fails to respond to feedback from supervisor(s) regarding the need for professional learning.</li> </ul>  |
| <p>4.2: Contributes to School and/or Profession of School Psychology</p> <p>Rating: _____.</p>                            | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assumes leadership positions in professional organizations or school or district committees,</li> <li>-Mentors school psychology practicum students and interns.</li> </ul>  | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Contributes ideas and expertise to improve the functioning of the school, district, or cooperative,</li> <li>-Participates in activities focused on improving the procedures and practices of the school, district, or cooperative,</li> </ul>  | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Responds to direct requests for involvement in activities outside the typical school day or professional advancement activities (e.g., team retreats, development of new procedures, etc.)</li> </ul> <p>But does not</p>   | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Rarely or never contributes ideas to improve school, district, or cooperative efforts,</li> <li>-Rarely participates in activities that occur outside the typical school day hours,</li> <li>-Little or no involvement in activities designed to advance</li> </ul> |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | -Maintains membership in professional organizations and participates in sponsored activities. | -Initiate involvement in such activities. | the professional practice of school psychologists. |
|--|--|---|---|--|

| Domain 4: LEADERSHIP, continued                         |  |  |   |   |
|---|--|--|---|---|
| Indicator   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
| 4.3: Advocates for student success<br><br>Rating:_____. | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Provides support and mentoring to colleagues who are less likely to advocate on the behalf of students,</p> <p>-Seeks systems level changes that will benefit all students and families.</p> | <p>School Psychologist</p> <p>-Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed,</p> <p>-Advocates in a respectful and effective manner</p> | <p>School Psychologist</p> <p>-Demonstrates a concern about student failure or lack of progress</p> <p>But does not</p> <p>-Advocate for student needs.</p> | <p>School Psychologist</p> <p>-Demonstrates limited commitment to the growth and learning of students.</p> <p>-Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.</p> |

## DOMAIN 5: CORE PROFESSIONALISM

School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments.

| Indicator |  | Meets Standard (1)  | Does Not Meet Standard (0)   |
|-----------|--|---|--|
| 5.1       | Attendance<br>Rating:_____.              | Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement. | Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 5.2       | Punctuality<br>Rating:_____.             | Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.              | Individual has demonstrated a pattern of unexcused late arrivals or early departures.  |
| 5.3       | Respect<br>Rating:_____.                 | Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.                                     | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.                                      |
| 5.4       | Policies and Procedures<br>Rating:_____. | Individual follows state, corporation, and school policies and procedures.  | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.   |

### Summary and Planning:

| Domain/Number of Possible Indicators   | Possible Points             | Number of Indicators Determined Applicable to School Psychologist | Obtained Score                             | Comments |
|--|-----------------------------|---|--|----------|
| Assessment, Data-based Decision Making, and Accountability/6                           | 24                          |   |  |          |
| Interventions and Instructional Support to Develop Academic, Social, and Life Skills/4 | 16                          |   |  |          |
| Consultation and Collaboration/3   | 12                          |   |  |          |
| Leadership/3   | 12                          |   |  |          |
| Core Professionalism/4   | 4                           |   |  |          |
| Total Number of Indicators - 20  | Total Possible Points<br>68 | Total Indicators Rated  | Total Points Possible for Indicators Rated |          |

The following percentages apply when all 20 indicators have been rated. Score range of 62-68 corresponds approximately to 90% and higher, score range of 55-61 corresponds to 80-89%, score range of 48-54 corresponds to 70-79%, and score range of 47 and below corresponds to 68% and below.

| Strengths | Specific Growth Areas |
|-----------|-----------------------|
|           |                       |
|           |                       |
|           |                       |
|           |                       |

**Employee Signature:** \_\_\_\_\_

**Administrator Signature:** \_\_\_\_\_

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

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

Ratings have been discussed between administrator and school psychologist. Signature indicates that the rating and evaluation has been shared and discussed, but does not necessarily indicate agreement.



Warrick's Assessment Rubric Evaluation

**W.A.R.E.**

Warrick County School Corporation

School Librarian/Media Specialist Effectiveness Rubric  
2.0

This document follows the RISE Teacher Effectiveness Rubric from [www.riseindiana.org](http://www.riseindiana.org), the American Association of School Librarians (AASL), and the Association of Indiana Library Educators (AISLE).



## DOMAIN 1: PURPOSEFUL PLANNING

School librarian/ media specialist, working in collaboration with classroom teachers, uses knowledge and information at his/her disposal to develop appropriate library programs for the school.

| Competencies   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|--|---|--|---|
| <b>1.1 - Demonstrating knowledge of literature and current trend in library practice and information technology</b>  | <p>School librarian draws extensively on professional resources; school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>-Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading blogs, journals, and using social media) and shares with staff and students.</i></p> | School librarian demonstrates thorough knowledge of literature and of current trends in practice trends in practice and information technology. | School librarian demonstrates knowledge of literature and of current trends in practice trends in practice and information technology. | School librarian demonstrates little or no knowledge of literature or current trends in practice and information technology.                            |
| <p>Notes 1.1</p> <p>1. “Extensive professional resources” may include, but are not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with other library professionals or authors.</p> <p>2. “Current trends” refers to changes in library practice and is actively pursued, implemented, or further investigated to see if they are beneficial for the library.</p> |  |   |  |   |
| <b>1.2 - Establishing and successfully implementing goals for the school library program appropriate to the setting and student population</b>   | School librarian set goals for the library program that are highly appropriate to both the age of clientele and the school situation.  | School librarian set goals for the library program that are appropriate to both the age of clientele and the school situation.                  | School librarian set goals for the library program that are suitable for both the age of clientele and the school situation.           | School librarian has no clear goals set for the library program or the goals are not appropriate to both the age of clientele and the school situation. |
| <p>Notes 1.2</p> <p>1. Goals may be conveyed in a written or verbal format; however, it is very important that they are shared with the learning community. (Students, parents, staff, administrators, and community)</p>  |  |   |  |   |

| Competencies  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|---|--|--|---|---|
| <b>1.3 - Demonstrating knowledge of resources, both within and beyond the school and district</b>   | School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. | School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from other schools within the district to enrich the school's program. | School librarian basic knowledge of resources available for students and teachers to enrich the school's program. | School librarian demonstrates little to no knowledge of resources available for students and teachers to enrich the school's program. |
| <p>Notes 1.3</p> <p>1. This competency refers to knowledge of the library collection and finding information for staff and students. "Evidence" may include, but is not limited to, the school library book collection, using interlibrary loans, Internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff and students.</p> |  |  |   |   |
| <b>1.4 - Developing and implementing a plan to evaluate the library program</b>   | School librarian has developed several evaluation tools and has sources of evidence of their use to evaluate library programs in order to improve programs on an ongoing basis.    | School librarian has developed evaluation tools and shows limited evidence of their use to evaluate library programs in order to improve programs on an ongoing basis.                       | School librarian has a rudimentary plan to evaluate library programs.   | School librarian has no plan for evaluating library programs.   |
| <p>Notes 1.4</p> <p>1. Some sources of evidence may include student and staff surveys, assessment documents, and statically data.</p>   |  |  |   |   |

| Competencies   | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--|---|--|---|---|
| <b>1.6 - Establishing and maintaining library procedures</b>   | Library routines and procedures are seamless in their operation. (Examples: circulation of materials, collection development, students working independently in the library)  | Library routines and procedures have been established and are working properly.  | Library routines and procedures have been established and work sometimes.   | Library routines and procedures have not been established or are not functioning efficiently leaving general confusion and chaos. |
| <b>1.7 - Organize physical space to enable smooth flow</b>   | School librarian makes highly effective use of physical environment, resulting in clear signage, excellent traffic flow, and appropriate space devoted to work areas. In addition, book displays are attractive and inviting.                                 | School librarian makes effective use of physical environment, resulting in clear signage, excellent traffic flow, and appropriate space devoted to work areas. In addition, book displays are attractive and inviting. | School librarian has made an effort to use the physical environment appropriately but it still needs some work to promote traffic flow, and appropriate work areas.   | School librarian makes poor use of physical environment resulting in confusion and chaos.   |
| <b>1.8 - Maintaining and extending the library collection in accordance with schools' needs within budget limitations</b>  | School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. All processes are done in consultation with teaching colleagues and students in mind. | School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials.  | School librarian adheres to district or professional guidelines in selecting materials for the collection. However, some of the collection is outdated, and needs to be purged to keep information available current. | School librarian fails to adhere to district or professional guidelines in selecting materials for the collection.                |
| <p>Note 1.8</p> <p>1. Librarians will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as, the practice of reading for enjoyment or for information. When applicable, this may include a digital collection.</p> |   |  |   |   |

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

| Competencies  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|---|--|--|--|---|
| <b>2.1 - Creating an environment that is conducive to learning</b>  | School librarian interactions with students, and classroom teachers is highly respectful, reflecting genuine warmth and caring, and sensitivity to learning needs, culture, and levels of development.   | School librarian interactions with students, and classroom teachers is polite and respectful, reflecting genuine warmth and caring, and sensitivity to learning needs, culture, and levels of development. | School librarian interactions with students, and classroom teachers is generally appropriate and free of conflict but lack sensitivity to learning needs, culture, or levels of development. | School librarian interactions with students, and classroom teachers is negative, inappropriate, or insensitive to learning needs, culture or developmental differences and are characterized by sarcasm, put-downs or conflict. |
| <b>2.2 - Demonstrate and clearly communicate content knowledge as it applies to the library</b>   | School librarian is highly effective at demonstrating and communicating content knowledge to students.<br><br><i>-Librarian fully explains concepts in a direct and efficient manner while still achieving student understanding.</i><br><i>-Explanations spark student interest, and excitement.</i>  | School librarian is effective at demonstrating and clearly communicating content knowledge to students.  | School librarian is somewhat effective at demonstrating and communicating content knowledge to students.   | School librarian is ineffective at demonstrating and communicating content knowledge to students.   |
| Note 2.2 1 - Content knowledge may be communicated by either direct instruction or guided inquiry.  |  |  |  |   |
| <b>2.3 - Integration of current trends in library media practice and use of information technology</b>  | School librarian is highly effective in integrating current trends in library media practice and use of information technology.<br><br><i>-Librarian enthusiastically and proactively seeks innovative ideas and technologies to engage students, enhance learning, and increase productivity.</i><br><i>- Librarian effectively integrates technology as a tool to engage students.</i> | School librarian is effective in integrating current trends in library media practice and use of information technology.   | School librarian is needs improvement in integrating current trends in library media practice and use of information technology.   | School librarian is ineffective in integrating current trends in library media practice and use of information technology.  |
| <b>Notes 2.3</b><br>This competency requires knowledge of the 21 <sup>st</sup> century skills, with emphasis on collaboration, creativity, listening and viewing, and sharing, locating, and storing information. |  |  |  |   |

| Competencies   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|---|--|---|
| <b>2.4 - Establish efficient processes and procedures for management of the media center</b> | <p>School librarian is highly effective in establishing procedures for management of the media center's materials and programs.</p> <p><i>-Librarian effectively engages students in establishing and deploying routines and procedures that enhance efficiency and minimize distractions in the media center.</i></p> <p><i>-Librarian utilizes Destiny help-desk and processing support for problem solving and assistance when issues arise.</i></p> <p><i>-Librarian works collaboratively with district personnel and other librarians within the district to identify and correct issues.</i></p> | <p>School librarian is effective in establishing procedures for management of the media center's materials and programs</p> | <p>School librarian needs improvement in establishing procedures for management of the media center's materials and programs</p> | <p>School librarian is ineffective in establishing procedures for management of the media center's materials and programs</p> |
| <b>2.5 - Effectively develops and maintains the school media center's collection</b>         | <p>School librarian is highly effective at developing and maintaining the school media center's collection.</p> <p><i>-Librarian seeks out genres, series, periodicals, individual titles, and reference materials that reflect the school's needs and interests.</i></p> <p><i>-Collection provides a wide range of materials that are developmentally appropriate for the student population.</i></p> <p><i>-Collection supports and encourages reading for enjoyment and/or information for all students.</i></p>  | <p>School librarian is effective at developing and maintaining the school media center's collection.</p>                    | <p>School librarian needs improvement at developing and maintaining the school media center's collection.</p>                    | <p>School librarian is ineffective at developing and maintaining the school media center's collection.</p>                    |
| <b>2.6 - Maximize Instructional Time</b>   | <p>School librarian is highly effective at maximizing instructional time in the media center.</p>   | <p>School librarian is effective at maximizing instructional time in the media center.</p>                                  | <p>School librarian needs improvement at maximizing instructional time in the media center.</p>                                  | <p>School librarian is ineffective at maximizing instructional time in the media center.</p>                                  |

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|  | <i>-All students are on-task and follow instructions of the librarian without much prompting while in the media center.</i>                     |   |   |   |
| <b>2.7 - Assisting students with use of the media center's materials and technology</b>  | School librarian proactively initiates opportunities to assist students and teachers in the use of the media center's materials and technology. | School librarian initiates opportunities to assist students and teachers in the use of the media center's materials and technology. | School librarian tries to initiate opportunities to assist students and teachers in the use of the media center's materials and technology. | School librarian does not seek opportunities to assist students and teachers in the use of the media center's materials and technology. |
| <p>Notes 2.7</p> <p>1. The overall indicator of success with this competency is that the media center runs smoothly with little to no time spent on logistics and/or discipline. It is understood that teachers can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize the disruption without detriment to other students in the media center.</p> |   |   |   |   |

| Competencies   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--|---|---|--|---|
| <b>2.8 - Creates a culture of respect and collaboration with classroom teachers</b>            | School librarian is highly effective in initiating collaboration with classroom teachers in the design of instructional lessons, and locating resource materials for the lesson.  | School librarian is effective in initiating collaboration with classroom teachers in the design of instructional lessons, and locating resource materials for the lesson. | School librarian needs improvement in initiating collaboration with classroom teachers in the design of instructional lessons, and locating resource materials for the lesson. | School librarian is ineffective in initiating collaboration with classroom teachers in the design of instructional lessons, and locating resource materials for the lesson. |
| <b>2.9 - Engaging students in enjoying literature and in learning multiple literacy skills</b> | <p>Students are highly engaged in enjoying literature and in learning information skills while using the media center.</p> <p><i>-It should be noted that depending on what activity is occurring in the media center and the specific group, there may be various levels of engagement in literary activities at any given time.</i></p> | Students are engaged in enjoying literature and in learning information skills while using the media center.  | Students are sometimes engaged in enjoying literature and in learning information skills while using the media center.   | Students are rarely engaged in enjoying literature and in learning information skills while using the media center.   |

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| <p>Notes 2.9</p> <p>1. The overall indicator of success with this competency is that the activities of the media center run smoothly with little to no time spent on logistics and/or discipline.</p> |  |  |  |  |
|---|--|--|--|--|

2. It is understood that teachers can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize the disruption without detriment to other students in the media center.

### Domain 3: School Librarian Leadership

School Librarians 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)   |
|---|---|---|---|---|
| <b>3.1 - Contribute to school culture</b>   | School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of the class.   | School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time when needed for students and peers outside of the class.     | School librarian rarely contributes ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time when needed for students and peers outside of the class. | School librarian never contributes ideas and expertise aimed at improving school efforts. Librarian never dedicates time when needed for students and peers outside of the class. |
| <p>Note 3.1</p> <p>An effective librarian participates in school events that make a substantial contribution above library expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.</p>  |   |   |   |   |
| <b>3.2 - Collaborate with peers</b>   | School librarian will go above and beyond in seeking out opportunities to collaborate with peers. Librarian will coach peers through difficult situations and take on leadership roles in collaborative groups such as professional learning communities. | School librarian will seek out opportunities to work with and learn from peers. Librarian will ask for assistance, when needed, and provide assistance to others in need. | School librarian will participate occasionally in opportunities to work with and learn from peers. Librarian does not seek out opportunities to help others.                        | School librarian never seeks out opportunities to collaborate with peers. Librarian works in isolation and is not a team player.  |
| <p>Notes 3.2</p> <ol style="list-style-type: none"> <li>1. The main purpose of collaboration with peers is to support the curriculum.</li> <li>2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked.</li> <li>3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.</li> </ol> |   |   |   |   |
| <b>3.3 - Establishing, evaluating, and</b>  | Library assistants, students, or parent/community volunteers work independently and   | Library assistants, students, or parent/community volunteers are clear as to their roles.   | Library assistants, students, or parent/community   | Library assistants, students, or parent/community   |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>maintaining library procedures in regards to staffing, student or parent volunteers</b> | <p>contribute to the success of the library.</p> <p><i>-Librarian will proactively evaluate procedures to maintain the media center.</i></p>  |  | volunteers are partially successful.   | volunteers are confused as to their roles.   |
| <b>Competencies</b>  | <b>Highly Effective (4)</b>   | <b>Effective (3)</b>   | <b>Improvement Necessary (2)</b>   | <b>Ineffective (1)</b>   |
| <b>3.4 - Advocate for student success</b>  | School librarian will display commitment to the education of all the students in the school. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.  | School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.   | School librarian will display commitment to education. Librarian will not advocate for individual students' needs.                               | School librarian rarely or never displays commitment to education. Librarian accepts failures as par for the course.   |
| <b>3.5 - Preparing and submitting reports and budgets</b>                                  | School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures when applicable.  | School librarian honors student and teacher needs when preparing requisitions and budgets, and follows established procedures.   | School librarian makes an effort to honor student and teacher needs when preparing requisitions and budgets, and follows established procedures. | School librarian ignores student and teacher needs when preparing requisitions and budgets, and does not follow established procedures.                            |
| <b>3.6 - Communicating with the larger community</b>                                       | School librarian proactively reaches out to parents and establishes contacts with other libraries and businesses, coordinating efforts of mutual benefit.   | School librarian reaches out to parents and the larger community.  | School librarian makes an effort to engage in outreach to parents and community.   | School librarian makes no effort to reach out to parents and community.  |
| <b>3.7 - Seek professional skills and knowledge</b>  | School librarian seeks out and regularly shares newly learned knowledge with students and colleagues. Librarian seeks out opportunities to lead professional develop for colleagues or community.   | School librarian actively pursues opportunities to improve knowledge and practice. Librarian seeks out ways to implement instruction, where applicable.  | School librarian attends all mandatory professional development. Librarian will share knowledge when requested.                                  | School librarian rarely attends professional development opportunities; and shows little interest in new ideas, programs, or classes to improve his/her abilities. |
| <b>3.8 - Engaging families of the student body</b>   | School librarian strives to form relationships in which parents are given ample opportunity to participate in student learning. School librarian is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. | School librarian will proactively reach out to parents in a variety of ways to engage them in student learning. Librarian will respond promptly to contact from parents. Librarian will engage in all forms of parent outreach required by the school. | School librarian will respond to contact from parents. Librarian engages in some of the outreach efforts required by the school.                 | School librarian 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

# **School Counselor Rubric**

**DOMAIN 1: ACADEMIC ACHIEVEMENT** School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement.

| Competencies  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|---|--|--|--|---|
| <b>1.1</b> Utilize data to enhance academic student success   | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Utilize data to monitor student achievement<br>-Work collaboratively with stakeholders* on an ongoing basis to enhance student success<br>-Utilize data to analyze trends in student  | <b>Counselor will:</b><br>-Monitor student achievement by utilizing personal record keeping on a regular basis<br>-Utilize data to enhance student success through collaboration<br>-Analyze data of student progress to drive academic planning   | <b>Counselor will:</b><br>-Monitor student achievement<br>-Utilize data to enhance student success<br>-Use data of student progress in academic planning   | -Counselor does not monitor academic achievement.<br>-Counselor does not utilize data to enhance student success or student progress  |
| <b>1.2</b> Demonstrate knowledge of current guidance trends by utilizing guidance activities and resources to impact academic achievement | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Incorporate new knowledge of current guidance trends in his/her daily tasks<br>-Educate stakeholders* on current guidance trends that impact academic achievement<br>-Create well-designed presentations and activities to better inform and actively engage students in planning a challenging student | <b>Counselor will:</b><br>-Utilize knowledge of current guidance trends when interacting with students during individual/group counseling, and/or guidance lessons<br>-Engage students by providing appropriate guidance activities and resources that support academic decision making<br>-Facilitate presentations and activities to | <b>Counselor will:</b><br>-Utilize guidance knowledge and resources to support academic decision making<br>-Provide appropriate guidance activities and resources to assist students<br>-Informs students about academic achievement through various | -Counselor does not utilize knowledge of current guidance trends when interacting with students<br>-Counselor does not use guidance activities to support academic decision making<br>-Counselor does not facilitate      |
| <b>1.3</b> Support students in making academic decisions  | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Assist students in development and fulfillment of academic goals by communicating with students, teachers and parents on a regular basis<br>-Monitor progress of short-term and long-term academic goals and make   | <b>Counselor will:</b><br>- Assist students in identifying short-term and long-term academic goals and developing appropriate academic and/or intervention plans<br>-Review academic progress and determine placement in academically appropriate  | <b>Counselor will:</b><br>- Assist students in identifying short-term and long-term academic goals<br>-Review academic progress and courses selected   | -Counselor is ineffective in assisting students in identifying academic goals and appropriate action plans<br>-Counselor does not review academic progress when determining placement in academically appropriate classes |

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|-----|---|--|---|---|--|
| 1.4 | Support students in developmentally appropriate academic preparation for post-secondary options | <p><b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>-Encourage students to build skills through additional opportunities beyond classroom preparation to enhance postsecondary success</li> <li>-Guide students in understanding</li> </ul> | <p><b>Counselor will:</b></p> <ul style="list-style-type: none"> <li>-Assist students in understanding the relationship between their academic ability and their postsecondary options</li> <li>-Guide students in applying knowledge of aptitudes and interests to academic and postsecondary goals</li> </ul> | <p><b>Counselor will:</b></p> <ul style="list-style-type: none"> <li>- Assist students in understanding the relationship between their academic ability and their goals</li> <li>-Discuss students aptitudes and interests</li> </ul> | <ul style="list-style-type: none"> <li>-Counselor does not assist students in understanding the relationship between their academic ability and their goals</li> <li>-Counselor does not discuss student aptitudes and interests when planning academic and</li> </ul> |
|-----|---|--|---|---|--|

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing knowledge and interpersonal skills necessary to become successful learners, responsible citizens and productive workers.

| Competencies  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|---|---|---|---|---|
| <b>2.1</b> Assists students in developing interpersonal skills to help them understand and respect self and others                        | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Develop and implement regular individual, group and classroom guidance activities that support individual interpersonal skills<br>-Collaborate with stakeholders* to provide additional mentoring opportunities to model and develop | <b>Counselor will:</b><br>-Encourage students to develop interpersonal skills with respect for self and others through facilitation of individual, group or classroom guidance<br>-Model appropriate interpersonal behaviors<br>-Support interpersonal skill development through daily interactions and teachable moments | <b>Counselor will:</b><br>-Encourage students to develop interpersonal skills and model appropriate behaviors<br>-Support interpersonal skill development   | -Counselor does not encourage students to develop interpersonal skills and model appropriate behaviors<br>-Counselor does not support interpersonal skill development           |
| <b>2.2</b> Implements prevention programming to support students' physical, social and emotional health                                   | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>- Implement prevention programming for students and families in collaboration with stakeholders*<br>-Advocating for students and families by making personal contact with community   | <b>Counselor will:</b><br>- Collaborate with students and/or parents to identify physical, social, and emotional stressors and develop appropriate coping strategies<br>-Assist students and families in identifying community resources for ongoing support outside of school  | <b>Counselor will:</b><br>-Recognize and identify students' physical, social and emotional needs<br>-Identify community resources for students and families   | -Counselor does not recognize or identify students' physical, social and emotional needs<br>-Counselor does not assist students and families in identifying                     |
| <b>2.3</b> Structures a flexible program to include appropriate guidance and counseling techniques to support social and emotional health | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Implement community outreach programs to support the social and emotional health of students<br>-Participate in community networks and agencies in order to develop professional   | <b>Counselor will:</b><br>-Address the diverse needs of students by providing individual and/or group counseling, consultation, and referrals as appropriate<br>-Develop and implement classroom guidance lessons to address current social and emotional health issues<br>-Be an active part of the school's crisis      | <b>Counselor will:</b><br>-Provide counseling interventions when appropriate on behalf of the student<br>-Implement classroom guidance lessons to address social and emotional health issues<br>-Be involved in the school's crisis | -Counselor does not provide counseling interventions when appropriate<br>-Counselor does not implement classroom guidance lessons addressing social and emotional health issues |

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| 2.4 | Fosters a clear understanding of diversity, ethnicity, and culture | <p><b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"><li>-Enhance awareness of personal biases and comfort levels of cultural differences</li><li>-Develop the ability to use that knowledge and self-awareness to create more culturally sensitive and appropriate interventions</li></ul> | <p><b>Counselor will:</b></p> <ul style="list-style-type: none"><li>-Acquire appreciation, knowledge, and understanding of cultural groups</li><li>-Identify and implement programs that support underserved and/or underrepresented students (free/reduced, IU Groups, 21<sup>st</sup> century, ELL, first generation, African American, Hispanic, homeless, foster)</li></ul> | <p><b>Counselor will:</b></p> <ul style="list-style-type: none"><li>-Provide services to students from a multicultural or diverse perspective</li><li>-Assists with programs that support underserved and/or underrepresented students</li></ul> | <ul style="list-style-type: none"><li>-Counselor does not provide services from a multicultural or diverse perspective</li><li>-Counselor does not assist with programs that support underserved and/or underrepresented students</li></ul> |
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**DOMAIN 3: CAREER DEVELOPMENT** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between education and the world of work.

| Competencies  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|---|---|---|---|--|
| <b>3.1</b> Develops a comprehensive career program that is age-appropriate and aligned with state standards   | <b>At Level 4, a counselor fulfills the criteria</b><br><br><b>for Level 3 and additionally may:</b><br>-Organize community involvement to further develop a comprehensive career program<br>-Facilitate student exploration of career opportunities in the community   | <b>Counselor will:</b><br>-Organize and facilitate classroom guidance activities related to career exploration<br>-Utilize outside resources to further enhance students' understanding of current career trends<br>-Increase students' self-knowledge by using   | <b>Counselor will:</b><br>-Facilitates age-appropriate career development on an individual basis as needed<br>-Utilizes resources to assist students' career interests<br>-Guide students to utilize                                  | -Counselor does not facilitate age-appropriate career development<br>-Counselor does not utilize resources to assist students' career interests<br>-Counselor does not guide students to utilize career/interest inventories   |
| <b>3.2</b> Foster students' understanding of the relationship between academics, individual learning styles, and the world of work                          | <b>At Level 4, a counselor fulfills the criteria</b><br><br><b>for Level 3 and additionally may:</b><br>-Provide real life opportunities to promote and develop a better understanding of the relationship between educational achievement and career success. (i.e. guest speakers, reality store, career fair)<br>-Develop career plans with students to highlight individual learning styles and | <b>Counselor will:</b><br>-Use classroom guidance activities to help students understand the relationship between educational achievement and career success<br>-Help students identify their individual learning styles in relation to career exploration<br>-Promote the importance of employability skills | <b>Counselor will:</b><br>-Facilitate students' understanding of the relationship between academics and the world of work on an individual basis as needed<br>-Help students with career exploration<br>-Promote employability skills | -Counselor does not facilitate students' understanding of the relationship between academics, individual learning styles, and the world of work<br>-Counselor does not help students identify their individual learning styles<br>-Counselor does not promote employability skills |
| <b>3.3</b> Analyze and present current career trends and statistics to assist students in acquiring the knowledge and skills necessary for career readiness | <b>At Level 4, a counselor fulfills the criteria</b><br><br><b>for Level 3 and additionally may:</b><br>-Inform stakeholders* of current career trends and statistics to support students in developing career readiness<br>-Develop and disseminate current career   | <b>Counselor will:</b><br>-Analyze standardized assessments and inventories to educate students on career readiness<br>-Utilize state, local, and web-based resources to further develop students'  | <b>Counselor will:</b><br>-Consider current career trends and statistics to assist students with career readiness on an individual basis as needed<br>-Develop students' awareness  | -Counselor does not analyze current career trends and statistics to assist students in acquiring the knowledge and skills necessary for career readiness<br>-Counselor does not develop students' awareness of career outlook  |

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| 3.4 | Supports students in developing age-appropriate career goals to achieve future success | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br><br>-Create awareness about postsecondary opportunities by utilizing community stakeholders* and statewide educational resources<br><br>-Promote parent involvement to help students with career planning and goal | <b>Counselor will:</b><br><br>-Assist students in applying decision-making skills to career awareness and career planning<br><br>-Guide students to help them understand the correlation between academic course selection and career choice<br><br>-Encourage students to use multiple | <b>Counselor will:</b><br><br>-Support students in developing age appropriate career goals on an individual basis as needed<br><br>-Assist students with academic course selection and career choice<br><br>-Assists students in using resources to obtain career | -Counselor does not support students in developing age-appropriate career goals<br><br>-Counselor does not assist students with academic course selection and career choice<br><br>-Counselor does not assist students in using resources to |
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**DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE** School counselors adhere to ethical standards, develop professionally, advocate for student success, and provide system support in order to deliver a comprehensive school counseling program.

| Competencies  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|---|---|--|---|--|
| <b>4.1</b> Establishes professional goals and pursues opportunities to develop professionally   | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Consistently engages in professional development by attending conferences, webinars, and reading professional journals<br>-Achieves professional goals through   | <b>Counselor will:</b><br>-Pursue applicable opportunities to acquire new and ongoing knowledge and enhance skills, by participating in professional development opportunities<br>-Incorporates new knowledge in his/her daily work                                | <b>Counselor will:</b><br>-Establish professional goals and pursue opportunities to acquire new knowledge and skills when requested   | -Counselor does not establish professional goals or pursue opportunities to develop professionally   |
| <b>4.2</b> Collaborates with administrators, teachers, parents, and the community to advocate for the success and needs of students   | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Be regarded by the community as a student advocate<br>-Serves on school/community committees and task force teams which promote school improvement and student success<br>-Present programming initiatives to the school staff, parents and community that | <b>Counselor will:</b><br>-Demonstrate effective communication skills through collaboration with teachers and/or families through parent/teacher conferences, team meetings, and other programming initiatives<br>-Work with community agencies to promote healthy | <b>Counselor will:</b><br>-Collaborate with teachers, when requested, to advocate for the success and needs of students<br>-Promote healthy lifestyle programs  | -Counselor does not collaborate with teachers, parents, and the community to advocate for the success and needs of students<br>-Counselor does not promote healthy lifestyle programs                      |
| <b>4.3</b> Adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern the school | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br>-Follow up with community agencies after intervention has been initiated<br>-Educate staff and parents of limitations of confidentiality as to how, when, and with whom information is to be shared   | <b>Counselor will:</b><br>-Demonstrate professional conduct and integrity<br>-Seek appropriate intervention services for student consultation, and/or (clinical) supervision<br>-Abide by ethical and legal codes  | <b>Counselor will:</b><br>-Adhere to ethical standards of the counseling profession, respect student confidentiality, and follow the laws, policies, and procedures, which govern school programs only in certain situations<br>-Recognizes differing views towards disclosure of information | -Counselor does not adhere to ethical standards, respect student confidentiality or follow school policies and procedures<br>-Counselor does not respect differing views towards disclosure of information |

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| 4.4 | Provides systems support of other educational programs and student services<br><br><b>Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.</b> | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally may:</b><br><br>-Serve as a positive role model to advocate for all students, and promote relationships and support between students, school personnel, parents, and community agencies<br><br>-Actively seeks out roles in leadership opportunities within the school community | <b>Counselor will:</b><br><br>-Support other school programs that promote student self-advocacy and success<br><br>-Assist teachers with the integration of guidance activities in their classroom | <b>Counselor will:</b><br><br>-Provide systems support of other educational programs and student services, when requested<br><br>-Share appropriate confidential information about students | -Counselor does not provide systems support of other educational programs and student services<br><br>-Counselor does not share appropriate confidential information about students with school personnel, parents, and community agencies |
|-----|--|--|--|---|--|

**SUMMARY AND RATING**

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

Overall Rating

|           |
|-----------|
| Strengths |
|           |
|           |
|           |

Additional documentation may be attached.

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

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

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

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

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



Warrick's Assessment Rubric Evaluation

**W.A.R.E.**

WCSC Administrator Evaluation Tool

Overview

What is the purpose of the Administrator Effectiveness Rubric?

The Rubric was developed for three key purposes:

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

Who developed the Principal Effectiveness Rubric?

A representative group building level administrators and central office administrators

What research and evidence support the Rubric?

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

- The 4 Dimensions of School Leadership - Center for Educational Leadership - University of Washington
- Self Assessment Tool for Principals and Vice-Principals - The Institute for Education Leadership - Ontario
- AdvancED - Effective Learning Environments Observation Tool (ELEOT) Reference Guide
- Sample rubric models from other districts

How is the Administrator Rubric organized?

The rubric is divided into four domains:

Domain 1: Teaching and Learning

Domain 2: Strategic Leadership

Domain 3: Collective Leadership

Domain 4: Professionalism and Growth

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

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

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

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

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

How do I ensure the effective implementation of the Administrator Rubric?

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

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

---

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



| <b>Domain 1: Teaching and Learning</b>                             |   |   |
|--|---|---|
| <b>Competency</b>  | <b>4: Highly Effective Indicator</b>  | <b>Potential Aligned Evidence and Impact</b>  |
| <b>Curriculum and Instruction</b>                                  | <ul style="list-style-type: none"> <li>Principal's orientation toward curriculum and instruction is grounded in a belief that all students can achieve at high levels</li> <li>Principal ensures effective creation and/or implementation of standards-based curriculum and instruction</li> <li>Curriculum is in alignment with district expectations and Indiana Standards</li> <li>Curricular and instructional vision implementation includes               <ul style="list-style-type: none"> <li>regular school-wide conversations</li> <li>informal and formal observations</li> <li>school-teams engagement</li> <li>high quality assessments</li> <li>planning accountability</li> <li>instructional review</li> </ul> </li> <li>Principal ensures effective use of technology in the classroom</li> </ul>                     | <ul style="list-style-type: none"> <li>High quality curriculum implemented with fidelity</li> <li>Instructional vision and expectations</li> <li>Teacher investment and utilization of curriculum</li> <li>Assessment, lesson plans, units of study</li> <li>Teacher/staff collaboration around instruction</li> <li>Instructional practice improvements</li> <li>Walk through evidence/qualitative data</li> <li>Student work and student achievement data</li> <li>Academic student growth</li> <li>Teacher feedback</li> <li>Google Classroom</li> </ul> |
| <b>Instructional Improvement: Teacher Development and Feedback</b> | <ul style="list-style-type: none"> <li>Principal monitors the quality of instruction for all students to ensure rigorous, relevant, and appropriate instruction and learning experiences for all students</li> <li>Principal has systems in place to provide teachers instructional feedback</li> <li>Principal ensures teachers have access to appropriate job-embedded professional development</li> </ul>  | <ul style="list-style-type: none"> <li>Quality and quantity of feedback</li> <li>Prioritized professional development structures</li> <li>Improvements in teacher efficacy</li> <li>Alignment of PD to instructional needs</li> </ul>   |
| <b>Instructional Improvement: Learning Communities and Teams</b>   | <ul style="list-style-type: none"> <li>Principal ensures teaching staff have structured time, systems, and procedures for meaningful collaborative instructional teams</li> <li>Collaborative instructional teams are focused on improving instructional practices and improving student outcomes</li> <li>Principal systematically monitors and provides feedback to improve the efficacy and impact of these collaborative structures</li> </ul>  | <ul style="list-style-type: none"> <li>Team meeting structures and expectations</li> <li>School schedule</li> <li>Team meeting leadership</li> <li>Team meeting feedback and data</li> <li>Teacher investment/engagement</li> <li>Improvements in teacher efficacy</li> </ul>   |
| <b>Talent Development</b>  | <ul style="list-style-type: none"> <li>Principal effectively oversees staff who report to them by               <ul style="list-style-type: none"> <li>establishing clear expectations</li> <li>providing defined, reliable opportunities for interaction and feedback</li> <li>and monitoring progress to goals</li> </ul> </li> <li>Principal intentionally creates and invests in processes, systems, and structures to develop their team's professional skills and leadership (especially Aps and principal interns) and to build a building leadership pipeline</li> <li>Staff are evaluated equitably using the designated evaluation system with a focus on providing clear, actionable feedback to improve performance</li> <li>As needed, principal ensures smooth transitions, onboarding, and talent development</li> </ul> | <ul style="list-style-type: none"> <li>Staff evaluations</li> <li>Check-ins, meetings, mentoring of APs and Interns</li> <li>APs/Interns becoming "principal ready"</li> <li>Team/individual development improves performance and building results</li> <li>Quality of staff experience</li> <li>Feedback structures</li> <li>AP and Intern experience</li> <li>Teacher-led PD and/or facilitation of team meetings</li> </ul>  |



| <b>Domain 2: Strategic Leadership</b>                   |   |   |
|---|---|---|
| <b>Competency</b>                                       | <b>4: Highly Effective Indicator</b>  | <b>Potential Aligned Evidence and Impact</b>  |
| <b>Vision and Mission</b>                               | <ul style="list-style-type: none"> <li>Principal has a clear vision and mission for the building</li> <li>Principal articulates and prioritizes the mission and vision</li> <li>Vision is created as the result of an inclusive process with key stakeholders</li> <li>Principal and stakeholders engage in a rigorous alignment and cycles of review</li> <li>Vision drives the school's goals, strategies, and decision making</li> </ul>   | <ul style="list-style-type: none"> <li>Stated vision and mission</li> <li>Vision setting process</li> <li>Artifacts, communications, meetings where stakeholders are engaged</li> <li>Stakeholders demonstrate clarity, investment, and alignment</li> </ul>  |
| <b>School Improvement Planning</b>                      | <ul style="list-style-type: none"> <li>Principal ensures the creation of an evidence-based, actionable improvement plan</li> <li>Plan has a manageable number of clear strategies</li> <li>Plan addresses the causes of low performance</li> <li>Plan is created as the result of an inclusive process with key stakeholders</li> </ul>   | <ul style="list-style-type: none"> <li>SIP planning documents in WCSC SIP Template</li> <li>SIP root causes analysis in WCSC SIP Template</li> <li>SIP strategies in WCSC SIP Template</li> <li>Artifacts, communications, meetings where stakeholders are engaged</li> <li>Building in alignment with and is advancing the plan</li> </ul> |
| <b>Strategic Implementation and Progress Monitoring</b> | <ul style="list-style-type: none"> <li>Principal regularly progress monitors the School Improvement Plan</li> <li>Principal actively engages leadership team and school stakeholders to problem solve and adjust course based on progress toward goals</li> <li>Principal systematically executes key action steps to move progress toward goals</li> <li>Principal establishes measurable growth goals for student academic development with the use of student data</li> <li>Principal understands how to read and analyze student data</li> <li>Principal uses data to inform decision making and ensures transparency among staff, students, and the community</li> </ul> | <ul style="list-style-type: none"> <li>Leadership team agendas and meetings</li> <li>SIP monitoring/check-ins</li> <li>Implementation</li> <li>Data use</li> </ul>  |
| <b>Impact on Student Achievement</b>                    | <ul style="list-style-type: none"> <li>Principal can articulate a clear, shared theory for how the administrative team is increasing academic performance, closing disparities, and meeting SIP goals</li> <li>Under the principal's leadership, there is concrete evidence of tangible and meaningful progress in student achievement on key metrics from the school improvement plan</li> </ul>   | <ul style="list-style-type: none"> <li>Student achievement data</li> <li>Classroom work and observations</li> <li>Subgroup achievement</li> <li>Growth aligned to goals/metrics</li> </ul>  |
| <b>Maximizing Human Capital</b>                         | <ul style="list-style-type: none"> <li>Principal has created clear roles and responsibilities and aligned systems and structures that maximizes the talent, expertise, and capacity of available human capital in the building to impact student achievement, including their own time and capacity</li> <li>Principal actively monitors the efficacy and impact of deployed human capital</li> <li>Principal works with district leadership to determine and advocate for staff needs and recruits, hires, and intentionally retains high performing staff</li> </ul>  | <ul style="list-style-type: none"> <li>Division of responsibilities/role clarity</li> <li>Teacher grade-level, class, content, and committee assignments</li> <li>Principal and leadership team schedule/use of time</li> <li>School schedule</li> <li>Recruitment and retention approach and results</li> </ul>                            |





**Administrator Evaluation Rubric**  
**Warrick County School Corporation**

**Form D**

|  |   |  |
|--|---|--|
| <b>Resource<br/>Maximization<br/>and Fiscal<br/>Management</b> | <ul style="list-style-type: none"><li>• Principal establishes systems for advocating for and leveraging all available school resources to facilitate the work that needs to be done to improve student learning and accomplish school goals</li><li>• Principal is aware of and fully utilizes key sources of revenue (including local, state, and federal funding sources)</li><li>• Resources are allocated through the lens of equity and school goals</li></ul> | <ul style="list-style-type: none"><li>• Equitable allocation of resources, including time</li><li>• Timely and goal-centered utilization of budget, grants, funding</li><li>• Advocated resources</li><li>• Data that indicates resources have improved student learning</li></ul> |
|--|---|--|



| <b>Domain 3: Collective Leadership</b>                      |  |  |
|---|--|--|
| <b>Competency</b>   | <b>4: Highly Effective Indicator</b>   | <b>Potential Aligned Evidence and Impact</b>   |
| <b>Collective Responsibility and Distributed Leadership</b> | <ul style="list-style-type: none"> <li>Principal implements structures to cultivate shared ownership for school-wide continuous improvement</li> <li>Principal distributes leadership and decision making throughout the school and with key building and non-building stakeholders</li> <li>Principal fosters a culture in which all stakeholders see themselves as a team of learners and problem solvers that connect to student learning</li> </ul>  | <ul style="list-style-type: none"> <li>Leadership Teams</li> <li>Committees, building roles and opportunities</li> <li>Staff surveys/input</li> <li>Leadership growth, career advancement for team</li> <li>Teacher efficacy</li> <li>Collective efficacy</li> </ul>   |
| <b>School Culture</b>                                       | <ul style="list-style-type: none"> <li>Principal fosters a welcoming, collaborative, physically and emotionally safe, and inclusive school environment for the entire school community (students and adults)</li> <li>Principal ensures there are policies, procedures, structures, and rules that are equitably and consistently implemented to maintain this culture</li> <li>Principal has the ability to inspire and motivate people to reach their potential</li> <li>Principal has the ability to guide and lead others through change and resistance to change</li> </ul> | <ul style="list-style-type: none"> <li>Overall qualitative school culture and climate</li> <li>Behavioral data/ABC data</li> <li>Referrals/ISS and OSS data</li> <li>School handbook and policies</li> <li>School rules and procedures</li> <li>Surveys</li> <li>Overall student experience - belonging, safety, clear expectations, value, respect, etc.</li> </ul> |
| <b>Family and Community Involvement</b>                     | <ul style="list-style-type: none"> <li>Principal proactively develops relationships with families and the community to foster diverse community engagement, support, and ownership of the school</li> <li>Principal maintains consistent and inclusive communication with key stakeholders</li> </ul>  | <ul style="list-style-type: none"> <li>Family engagement priorities and strategies</li> <li>Stakeholder communication: social media, emails, website, phone, text, etc.</li> <li>Engagement of school parent groups/family and community groups</li> <li>Events/conferences for families/community</li> <li>Staff expectations for communication</li> </ul>          |



| <b>Domain 4: Core Professionalism and Growth</b> |  |  |
|--|--|--|
| <b>Competency</b>                                | <b>4: Highly Effective Indicator</b>   | <b>Potential Aligned Evidence and Impact</b>   |
| <b>Policies and Procedures</b>                   | <ul style="list-style-type: none"> <li>Principal consistently is in compliance with state and federal laws</li> <li>Principal adheres to district policies and expectations</li> <li>Principal proactively establishes systems to ensure deadlines and reporting expectations are consistently met, leveraging district personnel as needed</li> </ul> | <ul style="list-style-type: none"> <li>District, state, and federal reporting</li> <li>Internalization of policies</li> <li>Meeting deadlines and expectations</li> <li>Organization and systems</li> <li>Special Education/504/ENL Compliance</li> <li>Observation and Evaluation Deadlines</li> <li>Safety and Security Protocols</li> </ul>                                 |
| <b>Self-Learning</b>                             | <ul style="list-style-type: none"> <li>Principal seeks to improve their practice by proactively soliciting feedback and development, collaboration with peers, and ongoing self-reflection</li> <li>Principal regularly applies key learning to improve their practice</li> </ul>  | <ul style="list-style-type: none"> <li>Principal learning goals</li> <li>Collaboration with peers</li> <li>Professional learning: attending PDs, ongoing personal learning (reading, certifications, etc)</li> <li>PD engagement</li> <li>Tangible implementation of learnings</li> </ul>  |
| <b>Key Leadership Components</b>                 | <ul style="list-style-type: none"> <li>Principal is self-aware and exhibits reflective practices</li> <li>Principal adheres to key leadership components</li> </ul>  | <ul style="list-style-type: none"> <li>Leads by example</li> <li>Listens</li> <li>Communicates Effectively</li> <li>Innovatively Problem Solves</li> <li>Intentional</li> <li>Leader Credibility</li> <li>Initiative</li> <li>Genuine</li> <li>Closes out tasks</li> <li>Self-Reflection</li> <li>Confidence and Composure</li> <li>Collaborative</li> <li>Presence</li> </ul> |
| <b>Yearly Principal Goals</b>                    | <ul style="list-style-type: none"> <li>Principal has made progress on yearly principal goals</li> <li>Principal's goals are informed by previous evaluation feedback, align with building-level SIP, align with WCSC Strategic Plan, or another valid source as indicated on the WCSC Administrator Goals Document.</li> </ul>                         | <ul style="list-style-type: none"> <li>Achieving principal goals as evidenced by WCSC Administrator Goals Document, Action Steps, and Outcomes.</li> </ul>   |

### 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. Administrators are expected to meet these standards. If they do not, it will affect their overall rating negatively.

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

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

Building:

Responsible:

## W.A.R.E. SPECIAL EDUCATION CONSULTATION RUBRIC

### DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

#### 1.01

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|---|--|---|---|
| <i>Uses current and comprehensive knowledge base for planning support for students</i> | As well as meeting all of the effective elements, the Special Education Consultant: is able to integrate multiple sources of fundamental knowledge in planning. | The Special Education Consultant: Is able to clearly articulate, utilize and incorporate a broad knowledge base when planning consultation services. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

#### 1.02

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|---|--|---|---|
| <i>Collects Student Data for appropriate planning - (May not be applicable to all staff evaluated through this rubric)</i> | As well as meeting all of the effective elements, the Special Education Consultant: Utilizes innovative ways to enhance the collection of data. Effectively coaches peers and local staff in collection methods and use | The Special Education Consultant: Selects appropriate method of data collection based type of information sought. Some examples include: -- Direct observation -- Interview -- Survey -- Systematic (frequency, duration, intensity) -- Discipline/ Incident records | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

#### 1.03

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|---|---|---|---|
| <i>Organizes, Analyzes and Presents Data:</i> | As well as meeting all of the effective elements, the Special Education Consultant: Utilizes innovative methods/tools to organize, analyze and present data | The Special Education Consultant: Selects appropriate methods to organize, analyze and present data. Example activities include: -- Collect data -- Summarize data -- Graph data -- Share data -- Plan/modify interventions -- Supervises and manages data collection staff | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

1.04

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|---|---|---|---|
| <i>Creates Culture of Respect and Collaboration:</i> | As well as meeting all of the effective elements, the Special Education Consultant: Creates collaborations with community agencies and peer professionals to enhance student success. Facilitates collaborations between local school staff and alternative placement staff for better student outcomes and transitions back to local school. | The Special Education Consultant: Collaborates with teachers to develop strategies that work effectively within the framework of the classroom. Shares data and provides opportunities for feedback from teachers/staff on effectiveness of interventions and listens openly to suggestions. Maintains positive working relationships even when teachers are resistant to plan implementation or changes. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

**NOTES and EVIDENCE:**

How many competencies were rated in Domain 1?

Domain 1 Score:

DOMAIN 1 FINAL SCORE:

Transfer the calculated number to this field.

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

2.01

|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|--|---|---|---|
| <i>Provides Consultative Services that Promote Positive Student Outcomes:</i> | As well as meeting all of the effective elements, the Special Education Consultant: Provides mentoring and coaching to colleagues regarding consultative strategies and skills. Demonstrates willingness to provide consultative services beyond assigned responsibilities and catchment area. | The Special Education Consultant: Is responsive to stakeholders' needs and purpose of request. Draws upon knowledge of available resources (i.e. community, school based, current research) to address concerns and make recommendations. Conducts consultation with sensitivity to the knowledge/skill level | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |



and cultural differences of participants. Consultative services are conducted with clarity, accuracy, and confidentiality.

If a competency does not apply to the special education consultant then do not rate it.

## 2.02

|  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|--|--|---|---|
| <i>Utilizes Information About Student Background and Cultural Diversity:</i> | As well as meeting all of the effective elements, the Special Education Consultant: Assists with the development and/or delivery of staff professional development on student diversity. Provides mentoring and coaching to colleagues regarding issues of diversity and student learning. Applies knowledge in innovative ways to assist students and school with diversity issues. | The Special Education Consultant: Demonstrates understanding of diversity factors when recommending strategies, interventions, and/or appropriate programming. Possesses knowledge and skills that meet the expectations of the role and school populations. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 2.03

|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|--|--|---|---|
| <i>Oversees the Implementation of Comprehensive, Assessments and Interventions to Improve Student Outcomes (May not be applicable to all staff evaluated through this rubric)</i> | As well as meeting all of the effective elements, the Special Education Consultant: Assists with the development and/or delivery of District or School wide Professional Development on effective assessments and interventions (example may be assisting districts in implementing PBIS). Is perceived as a leader and a valuable resource to the school. | The Special Education Consultant: Oversees the implementation of assessments (FBA, Functional Literacy, O&M, etc.) and interventions that: -- are based on current data -- include appropriate monitoring of current data -- maintain congruence between needs/goals and progress -- are sensitive to ease of implementation to promote fidelity | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 2.04

|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|--|---|---|---|
| <i>Contributes to School-Wide Curricular and Instructional Practices (May not be applicable to all staff evaluated through this rubric)</i> | As well as meeting all of the effective elements, the Special Education Consultant: Assists with the development and/or delivery of staff professional development to support school-wide practices. Conducts or assists with parent education sessions or training. | The Special Education Consultant: Contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the school(s). Provides guidance on systems that support the school curricular and instructional practices. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 2.05

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|---|---|---|---|
| <i>Contributes to School-Wide Curricular and Instructional Practices (May not be applicable to all staff evaluated through this rubric)</i> | As well as meeting all of the effective elements, the Special Education Consultant: Assists with the development and/or delivery of staff professional development on crisis response and intervention. Collaborates with community agencies to provide coordinated response and services to crisis situations. | The Special Education Consultant: Contributes to the crisis response and intervention practices in a manner that meets the expectation of the school(s). Provides information and/or assists in the development of crisis response and intervention plans. Offers assistance and participates in school-wide crisis response and intervention training and services as requested. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## NOTES and EVIDENCE:

How many competencies were rated in Domain 2?

Domain 2 Score:

DOMAIN 2 FINAL SCORE:

Transfer the calculated number to this field below.

**DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES**

## 3.01



|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|--|--|---|---|
| <i>Seeks professional growth and learning opportunities to advance own knowledge and skill:</i> | As well as meeting all of the effective elements, the Special Education Consultant:<br>Reflects critically on own skills and identifies professional learning needs.<br>Shares newly learned knowledge and practices with colleagues and school staff.<br>Seeks opportunities to provide professional learning sessions for colleagues and school staff. | The Special Education Consultant:<br>Responds constructively to feedback utilizing it to identify areas for professional growth.<br>= Initiates attendance at professional learning events<br>= Stays abreast of evidence based practice and current research<br>= Consistently applies new knowledge and skills to improve student outcomes | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 3.02

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|---|---|---|---|
| <i>Contributes to School and/or Profession</i> | As well as meeting all fo the effective elements, the Special Education Consultant:<br>Actively participates in professional organization activities.<br>Assumes leadership positions in professional organizations, school or co-op.<br>Mentors intern and practicum students when opportunity exists. | The Special Education Consultant:<br>Serves on committees, teams, and/or task forces, etc. that contribute to the overall functioning of the school, district, co-op and/or profession.<br>Maintians membership in professional organizations and participates in sponsored activities. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 3.03

|                                       | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---------------------------------------|--|---|---|---|
| <i>Advocates for Student Success:</i> | As well as meeting all of the effective elements, the Special Education Consultant:<br>Seeks system level changes that will benefit all students and families. | The Special Education Consultant:<br>Demonstrates a concern for student learning and outcomes by advocating for a change in instruction and services when needed.<br>Advocates in a | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

respectful and effective manner.

If a competency does not apply to the special education consultant then do not rate it.

## 3.04

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|---|---|---|---|
| <i>Supervises/Consults with assigned staff appropriately (May not be applicable to all staff evaluated through this rubric)</i> | As well as meeting all of the effective elements, the Special Education Consultant: Provides professional learning opportunities and/or has meaningful direction for supervised/consultative staff. | The Special Education Consultant:<br>Provides meaningful direction to supervised/consultative staff (including the sharing of IIEPs and other pertinent evaluations and plans) before beginning new assignment.<br>Encourages creative application of strategies to optimize student success.<br>Monitors student progress and provides supervised/consultative staff with regular feedback, mentoring, and learning opportunities.<br>Sets clearly communicated guidelines and expectations for service delivery.<br>Monitors the timely completion and submission of all required documentation.<br>Manages assignments and reassignments to maximize service provisions to students. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 3.05

|                                    | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|------------------------------------|--|---|---|---|
| <i>Communicates professionally</i> | As well as meeting all of the effective elements, the Special Education Consultant: Responds to communication and the processing of information occurs | The Special Education Consultant's: Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.<br>Responses to inquiries | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

|   |   |
|---|---|
| within 24 hours on a routine basis.<br>Provides communication that is handled with professionalism and sensitivity. | or requests are handled in a timely manner, usually within 48 hours.<br>Communication ensures all appropriate personnel are properly informed about changes in students, staff or programming.<br>Communication is clearly written and grammatically correct. |
|---|---|

If a competency does not apply to the special education consultant then do not rate it.

## 3.06

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|---|--|---|---|
| <i>Engages Families in Student Learning</i> | As well as meeting all of the effective elements, the Special Education Consultant:<br>Strives to form relationships in which parents are given ample opportunity to participate in student learning.<br>Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. | The Special Education Consultant:<br>Proactively reaches out to parents in a variety of ways to engage them in student learning.<br>Responds promptly to contact from parents.<br>Engages in all reasonable forms of parent outreach required by the school. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

## 3.07

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|---|---|---|---|
| <i>Meaningfully participates in case conferences</i> | As well as meeting all of the effective elements, the Special Education Consultant:<br>Takes the lead when necessary to keep case conference on track.<br>Defuses contentious situations during the case conference.<br>As chair, runs the meeting efficiently while allowing opportunity for all to participate. | The Special Education Consultant:<br>Brings all appropriate records and documents to case conference.<br>Meaningfully, understandably and efficiently participates in the case conference.<br>Facilitates parent participation.<br>Assists with completing the IEP as needed.<br>When chairing Case Conferences, follows agenda and all | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

appropriate  
procedures; signatures  
collected as needed.

If a competency does not apply to the special education consultant then do not rate it.

## 3.08

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement<br/>Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|--|---|---|---|---|
| <i>Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)</i> | As well as meeting all of the effective elements, the Special Education Consultant: Documents and Testimony clearly support the school's position if warranted. | The Special Education Consultant's:<br>Has a general knowledge of due process and offers guidance on procedures. Documents required for due process are submitted to Supervisor within required time frame. Documents submitted for due process contain appropriate information. Actively participate in/ carries out all due process responsibilities. Testimony is factual, clear and without bias. | The Special Education Consultant meets most, but not all of the effective elements: | The Special Education Consultant meets few or none of the effective elements: |

If a competency does not apply to the special education consultant then do not rate it.

**NOTES and EVIDENCE:**

How many competencies were rated in Domain 3?

Domain 3 Score:

**DOMAIN 3 FINAL SCORE:**

Transfer the calculated number to this field below.

**FINAL SCORE OVERALL:**

**SUMMATION:**



Building:

Responsible:

## W.A.R.E. ATHLETIC DIRECTOR EVALUATION

### ATHLETIC DIRECTOR EVALUATION

#### DOMAIN 1: Planning

If a competency does not fit the duties of the AD do not rate it.

##### 1.1

|              | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>  |
|--------------|--|---|--|---|
| <i>Team:</i> | Recruits a strong leadership team (i.e., staff, coaches) and develops its skills and commitment to a high level. | Recruits and develops a leadership team with a balance of skills. | Enlists one or two like-minded colleagues to provide advice and support. | Is a Lone Ranger working with little or no support from colleagues. |

##### 1.2

|                   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|-------------------|--|--|--|--|
| <i>Diagnosis:</i> | Involves stakeholders in a comprehensive diagnosis of the athletic program's strengths and weaknesses. | Carefully assesses the athletic program's strengths and areas for development. | Makes a quick assessment of the athletic program's strengths and weaknesses. | Is unable to gather much information on the athletic program's strong and weak points. |

##### 1.3

|                | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>  |
|----------------|---|--|---|---|
| <i>Theory:</i> | Wins staff ownership for a robust, research-based theory of action for improving performance. | Researches and writes a convincing theory of action for improving performance. | Accepts colleagues' current notions of how student performance is improved. | Says that hard work improves performance – but secretly doubts that progress can be made. |

##### 1.4

|                  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>           | <i>Ineffective (1)</i>   |
|------------------|--|--|--|--|
| <i>Strategy:</i> | Collaboratively crafts a lean, comprehensive, results-oriented plan with annual goals. | Gets input and writes a comprehensive, measurable plan for the current year. | Writes a cumbersome, non-accountable plan. | Recycles the previous year's cumbersome, non-accountable plan. |

##### 1.5

|                   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>                                      | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>  |
|-------------------|---|---|--|---|
| <i>Influence:</i> | Masterfully wins over resistant staff members who feared change and/or harbored low expectations. | Manages resistance, low expectations, and fear of change. | Works on persuading resistant staff members to get on board with the plan. | Is discouraged and immobilized by staff resistance, fear of change, and low expectations. |

## 1.6

|                | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>                                      |
|----------------|---|---|--|---|
| <i>Modify:</i> | Regularly tracks progress, gives and takes feedback, and continuously improves performance. | Periodically measures progress, listens to feedback, and modifies the plan. | Occasionally focuses on key data points and prods colleagues to improve. | Is too caught up in daily crises to focus on emerging data. |

## 1.7

|                    | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|--------------------|---|---|--|--|
| <i>Scheduling:</i> | Creates an equitable practice/team/ transportation schedule that maximizes learning, collaboration, and smooth transitions. | Creates a schedule that provides practice/ game/ transportation times for all athletic teams. | Creates a schedule with some flaws and few opportunities for effective use of resources. | Creates a schedule with inequities, technical flaws, and little time for athletic team events. |

## 1.8

|                | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>  |
|----------------|--|---|--|---|
| <i>Budget:</i> | Skillfully manages the budget and finances to maximize student achievement and staff growth. | Manages the athletic program's budget and finances to support the strategic plan. | Manages budget and finances with few errors, but misses opportunities to support the strategic plan. | Makes errors in managing the budget and finances and misses opportunities to further the mission. |

## 1.9

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|---|---|--|--|--|
| <i>Monitors Facilities to Ensure Health and Safety:</i> | Staff and coaches are proactive; they recognize and are involved in and may initiate solutions for improving student health and safety. Creates school-wide awareness to enhance the notion that all members of the learning community share this responsibility. | Initiates discussions with appropriate parties to create a shared responsibility for the students' health and safety. Works closely with operations staff to enhance the athletic facilities and proactively implements appropriate security measures for students/ coaches/staff. | Requests routine repair and maintenance measures to ensure the health and safety of students/coaches/staff, and to enhance the learning environment. | Ignores the facilities and grounds, depending on others to handle. Does not anticipate security or safety issues for students/coaches/staff. |

## 1.10

|                        | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|------------------------|--|--|---|--|
| <i>Events Manager:</i> | Expertly and efficiently organizes event(s) details utilizing staff suitably to ensure | Provides leadership and general direction to the event staff. Plans event(s) | Details of event(s) are not organized in a timely manner. Staff members may not | Aware of need to organize details and identifies basic resources needed to |

|  |   |                                   |  |
|--|---|-----------------------------------|--|
| smooth delivery for all stakeholders involved. | including facilities set-up, operational planning involving the host facility and all visitors. | know their role for the event(s). | manage the event(s). Errors in details take place that results in frustration, miscommunication and an uncoordinated event(s). |
|--|---|-----------------------------------|--|

## 1.11

|                            | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>                              | <i>Ineffective (1)</i>   |
|----------------------------|--|---|---|--|
| <i>Sports Coordinator:</i> | Efficiently develops schedules, rules, clinics and proactively communicates with sport stakeholders. Always available at post-season tournaments and serves on the tournament committee. | Develops league schedules, clinics and tournaments and updates sports rules annually. Has pre- and post-season meetings with coaches and officials. | Maintains current league standing and submits final standing. | Provides basic scheduling and sports rules annually with few errors. |

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--|---|---|---|---|---|---|---|---|---|----|----|
| <i>How many competencies were rated for this Domain?</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

Select the number of competences that were rated within this Domain.

Domain 1 Score:

Domain 1 Score Check:

Carry the calculated number from above to this box.

## DOMAIN 2: Management and Communications

If a competency does not fit the duties of the AD do not rate it.

## 2.1

|                  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|------------------|--|---|--|--|
| <i>Planning:</i> | Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done. | Plans for the year, month, week, and day, keeping the highest-leverage activities front and center. | Comes to work with a list of what needs to be accomplished that day but is often distracted from them. | Has a list in his or her head of tasks to be accomplished each day, but often loses track. |

## 2.2

|                       | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|-----------------------|---|---|---|--|
| <i>Communication:</i> | Skillfully and eloquently communicates goals to all constituencies using a variety of channels. | Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others. | Has a limited communication repertoire and some key stakeholders are not aware of school goals. | Is not an effective communicator, and others are often left guessing about policies and direction. |

## 2.3

|                  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>                            |
|------------------|---|--|--|---|
| <i>Outreach:</i> | Frequently solicits and uses constructive feedback and help from staff, students, parents, and external partners. | Regularly reaches out to staff, students, parents, and external partners for constructive feedback and help. | Occasionally asks staff, students, parents, or external partners for feedback. | Never reaches out to others for feedback or help. |

## 2.4

|                   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>                                    | <i>Ineffective (1)</i>  |
|-------------------|--|---|---|---|
| <i>Follow-Up:</i> | Has a foolproof system for capturing key information, remembering, prioritizing, and following up. | Remembers, prioritizes important information, and almost always follows up. | Is sometimes overwhelmed by events and sometimes doesn't follow up. | Trusts his or her memory to retain important information, but often forgets and drops the ball. |

## 2.5

|                      | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|----------------------|---|--|--|--|
| <i>Expectations:</i> | Expectations for management procedures and discipline are kept at the forefront (part of the culture) | Makes sure athletic staff knows what is expected for management procedures and discipline. | Periodically reminds athletic staff of policies on management procedures and discipline. | Is constantly reminding athletic staff what they should be doing in management and discipline. |

## 2.6

|                    | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>                           | <i>Ineffective (1)</i>                  |
|--------------------|---|--|--|---|
| <i>Delegation:</i> | Has highly competent people in all key roles and is able to entrust them with maximum responsibility. | Delegates appropriate tasks to competent staff members and checks on progress. | Doesn't delegate some tasks that should be done by others. | Does almost everything him- or herself. |

## 2.7

|                  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|------------------|--|--|---|--|
| <i>Meetings:</i> | All key groups meet on a regular basis and take responsibility for productive agendas. | Ensures that key groups (e.g., leadership, coaches, program support personnel) meet regularly. | Needs to call key group meetings each month because they are not in people's calendars. | Convenes, leadership, and other groups only when there is a crisis or an immediate need. |

## 2.8

|  | <i>Highly Effective (4)</i> | <i>Effective (3)</i> | <i>Improvement Necessary (2)</i> | <i>Ineffective (1)</i> |
|--|-----------------------------|----------------------|----------------------------------|------------------------|
|--|-----------------------------|----------------------|----------------------------------|------------------------|



|                    |   |   |   |   |
|--------------------|---|---|---|---|
| <i>Prevention:</i> | Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected. | Is effective at preventing and/or deflecting many time-wasting crises and activities. | Tries to prevent them, but crises and time-wasters sometimes eat up lots of time. | Finds that large portions of each day are consumed by crises and time-wasting activities. |
|--------------------|---|---|---|---|

## 2.9

|                    | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|--------------------|---|---|---|--|
| <i>Efficiency:</i> | Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest. | Has a system for dealing with e-mail, paperwork, and administrative duties. | Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind. | Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission. |

## 2.10

|                 | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>                           | <i>Ineffective (1)</i>                                       |
|-----------------|--|---|--|--|
| <i>Balance:</i> | Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations. | Is healthy and focused by balancing work demands with healthy habits. | Is sometimes unfocused and inattentive because of fatigue. | Is unproductive and irascible because of fatigue and stress. |

## 2.11

|                       | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|-----------------------|--|--|---|--|
| <i>Communication:</i> | Manages productive parent/officials complaints/ incidents in which all parties receive specific suggestions on next steps. | Works to minimize the number of face-to-face parent/official incidents | Makes sure that incidents are documented correctly and provided to appropriate parties. | Provides little or no monitoring of the parent/official complaints/ incidents. |

## 2.12

|                        | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|------------------------|--|---|---|--|
| <i>Athletic Staff:</i> | Leads staff to ensure effective, creative use of space and a clean, safe, and inviting athletic department area. | Supervises staff to keep the department area, equipment and uniforms clean, attractive, and safe. | Works with staff to keep the department area clean and safe, but there are occasional lapses. | Leaves department cleanliness and safety to custodial staff and there are frequent lapses. |

## 2.13

|                    | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>  |
|--------------------|--|---|---|---|
| <i>Compliance:</i> | Fulfills all compliance & reporting requirements and creates new opportunities to support the athletic | Fulfills compliance and reporting responsibilities to KS, the league, and beyond. | Meets minimum compliance and reporting responsibilities with occasional lapses. | Has difficulty keeping the school in compliance and league and other external requirements. |

program and student athletes.

## 2.14

|                                    | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|------------------------------------|---|---|--|--|
| <i>Media and Public Relations:</i> | Effectively advocates for the athletic program and student athletes, understands attitudes and concerns of stakeholders and skillfully represents the program in a positive way. Prepares coaches and athletes for interactions with the media. | Serves as an advocate for the athletic program and student athletes to build and maintain positive relationships with the public. | Understands the importance of maintaining cooperative relationships between stakeholders and representatives from the media. | Does not effectively manage media and public relations which results in poor image for the athletic department and student athletes. |

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| <i>How many competencies were rated for this Domain?</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

Select the number of competencies that were rated within this Domain.

Domain 2 Score:

Domain 2 Score Check:

Carry the calculated number from above to this box.

### DOMAIN 3: Supervision and Professional Development

If a competency does not fit the duties of the AD do not rate it.

## 3.1

|                  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>  |
|------------------|--|---|--|---|
| <i>Meetings:</i> | In staff meetings has members discuss results, learn best strategies, and build trust and respect. | Uses staff meetings to share strategies and become more cohesive. | Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns. | Rarely convenes staff members and uses meetings for one-way lectures on policies. |

## 3.2

|               | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>  |
|---------------|--|---|---|---|
| <i>Ideas:</i> | Ensures that the whole staff is current on professional literature and constantly explores best practices. | Reads and shares research and fosters an on-going discussion of best practices. | Occasionally passes along interesting articles and ideas to colleagues. | Rarely reads professional literature or discusses best practices. |

## 3.3

|                     | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>                                    | <i>Ineffective (1)</i>   |
|---------------------|--|--|---|--|
| <i>Development:</i> | Orchestrates aligned, high-quality coaching, workshops, school visits, and other professional learning tuned to staff needs. | Organizes aligned, on-going coaching and training that builds program proficiency. | Provides conventional staff development workshops to staff members. | Provides occasional workshops, leaving staff mostly on their own in terms of professional development. |

## 3.4

|                              | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>  |
|------------------------------|---|---|---|---|
| <i>Support/ Empowerment:</i> | Consistently provides an avenue for staff, coaches and athletes to request or discuss their support needs. Encourages coaching teams to work together to address students' behavioral and skills issues/concerns. | Frequently provides an avenue for staff, coaches and athletes to request or discuss support needs. Supports coaching teams to work together to address students' behavioral and skills issues/concerns. | Sometimes supports staff, coaches and athletes with avenues to discuss support needs. | Does not support staff, coaches and athletes with avenues to discuss support needs. |

## 3.5

|                     | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>  |
|---------------------|--|---|---|---|
| <i>Supervision:</i> | Visits 3-5 practices/ games a week and gives helpful, face-to-face feedback to each coach within 24 hours. | Makes unannounced visits to a few practices/games weekly and gives helpful feedback to coaches. | Tries to attend practices/games but is often distracted by other events and rarely provides feedback. | Only observes coaches in annual or bi-annual formal observation visits. |

## 3.6

|                   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|-------------------|--|---|---|--|
| <i>Criticism:</i> | Courageously engages in difficult conversations with below-proficient coaches/staff members, helping them improve. | Provides redirection and support to coaches/staff members who are less than proficient. | Criticizes struggling coaches/staff members but does not give them much help improving their performance. | Shies away from giving honest feedback and redirection to coaches/staff members who are not performing well. |

## 3.7

|                       | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>  |
|-----------------------|---|---|---|---|
| <i>Housecleaning:</i> | Counsels out or dismisses all ineffective coaches/staff members, scrupulously following HR policy and procedures. | Counsels out or dismisses most ineffective coaches/staff members, carefully following HR policy and procedures. | Tries to dismiss one or two ineffective coaches/staff members, but is stymied by procedural errors. | Does not initiate dismissal procedures, despite evidence that some coaches/staff members are ineffective. |

## 3.8

|                | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>   | <i>Ineffective (1)</i>   |
|----------------|---|--|--|--|
| <i>Hiring:</i> | Recruits, hires, and supports highly effective coaches/staff members who share the school's vision. | Recruits and hires effective coaches/staff members who share the school's mission. | Hires coaches/staff members who seem to fit his or her philosophy of teaching. | Makes last-minute appointments to coaches/staff members vacancies based on candidates who are available. |

## 3.9

|                     | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>           | <i>Ineffective (1)</i>        |
|---------------------|---|--|--|-------------------------------|
| <i>Celebration:</i> | Publicly celebrates kindness, effort, and improvement and builds staff/coach pride in their school. | Praises staff/coach, achievement and works to build school spirit. | Sometimes praises staff/coach achievement. | Rarely praises staff/coaches. |

## 3.10

|                                   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|-----------------------------------|---|--|---|--|
| <i>Student Health and Safety:</i> | Conducts detailed and individualized assessment of student athlete health/safety needs to contribute to athletic program planning. Plans for emergency situations have been developed for many situations. Athletes and coaches/staff have learned their responsibilities in case of emergencies. | Assesses student athlete needs and knows the range of student athlete needs in the school. Plans for emergency situations have been developed for many situations. | Assessments of student athlete needs are perfunctory. Plans for emergency situations have been developed for the most frequently occurring situations but not others. | Does not assess student athlete needs, or the assessments result in inaccurate conclusions. Has no contingency plans for emergency situations. |

## 3.11

|  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective (1)</i>   |
|--|--|--|---|--|
| <i>Conflict Management and Resolution:</i> | Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. Resolves conflicts to ensure the best interest of student athletes and/or the work unit. | Resolves work unit or program-based problems/conflicts in a fair, democratic way. Provides opportunities for stakeholders to express opinions contrary to those of authority or in relation to potentially discordant issues. Discusses with stakeholders and implements solutions | Creates and utilizes existing processes to resolve problems and/or areas of conflict within the work unit or program. | Demonstrates awareness of potential problems and/or areas of conflict within the work unit or program. |

|   |   |   |   |   |   |   |   |   |   |    |    |
|---|---|---|---|---|---|---|---|---|---|----|----|
| to address potentially discordant issues.         |   |   |   |   |   |   |   |   |   |    |    |
|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How many competencies were rated for this Domain? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

Select the number of competences that were rated within this Domain.

Domain 3 Score:

Domain 3 Score Check:

Carry the calculated number from above to this field.

Athletic Director Evaluation Rubric Score (ADER Score)

Athletic Director Evaluation Rubric (ADER) Score Check:

Carry the calculated number from above to this field.

This does not include Core Professionalism.

**W.A.R.E. CENTRAL OFFICE ADMINISTRATOR EFFECTIVENESS RUBRIC**
**DOMAIN 1: Purposeful Planning**

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|---|--|---|---|
| <i>1.1<br/>Supports the engagement of parents, community, and other stakeholders in the decision making and problem solving processes to have a positive effect on student learning and to achieve the system's vision.</i> | Stakeholders are consistently engaged and the problem solving process has a positive effect on student learning and achieving the vision.   | Stakeholders are engaged and participating. Feedback is analyzed and used in decision making.  | Some stakeholders are engaged, but some are not encouraged to participate or not offered opportunities to share feedback. Feedback is analyzed, and not used, or not analyzed and not used. | Stakeholders are not engaged, feedback from various groups is not ever utilized in the planning process. Groups are isolated and disenfranchised. |
|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
| <i>1.2<br/>Develops or leads others to develop action plans to address the results of analysis of school or area culture.</i>   | Consistently develops or leads others to develop action plans that address the results of analysis or problem solving.  | Develops or leads others to develop action plans that address the results of analysis or problem solving measures.                               | Develops incomplete action plans, or does not utilize others to develop action plans to address school needs.   | Does not develop or lead others to develop any plans to address results of analysis or problem solving measure.                                   |
|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
| <i>1.3<br/>Monitors and evaluates the use of a variety of assessment data to maximize student learning and achievement.</i>   | Consistently monitors and evaluates school leaders' use of assessment data to design and adjust instruction to maximize student learning and achievement.   | Monitors and evaluates school leaders' use of assessment data to design and adjust instruction to maximize student learning and achievement.     | Occasionally monitors the use of assessment data to design instruction and/or somewhat adjusts instruction to maximize student learning and achievement.                                    | Rarely monitors and evaluates assessment data.  |
|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
| <i>1.4<br/>Engages school leadership in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, learning for teachers, and the school as a whole.</i>      | School leadership is consistently and regularly engaged by central office staff in analysis of assessment data to plan for improvement for students, learning for teachers, and school improvement. | School leadership is engaged in analysis of assessment data to plan for improvement for students, learning for teachers, and school improvement. | School leadership is somewhat engaged in analysis of assessment data. Data is used sometimes to plan for school improvement for students, learning for teachers, and school improvement.    | School leadership rarely is engaged in analysis of data. Data is rarely used to plan for improvement of any stakeholder group.                    |



|  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
|--|--|--|---|--|
| <b>1.5</b><br><i>Understands and implements the district's vision, mission, and goals.</i> | At Level 4, the central office administrator fulfills the criteria for Level 3 and additionally: Cultivating commitment to and ownership of the district's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision Completing a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented with annual goals. | The central office administrator supports district vision, mission, and goals by: Completing a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented with annual goals. | The central office administrator sometimes supports district vision, mission, and goals by: Assesses school and district strengths and weaknesses using data that are not carefully analyzed. | The central office administrator does not support district vision, mission, and goals: Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district goals or actions. |

How many competencies received a rating?

Score for competencies under Domain 1:

Score check for Domain 1:

Place the score from above into this field. Make sure the decimals go out to the hundredths.

Notes and Evidence:

## Domain 2: Effective Instruction

|  | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective(1)</i>   |
|--|---|---|--|---|
| <b>2.1</b><br><i>Applies knowledge about adult learning to develop and implement structures that support adult learning and collaboration.</i> | Develops and implements structures that support learning and collaboration is encouraged to flourish. | Develops and implements structures with limited attention to either adult learning and/or collaboration | Sometimes develops structures that support either adult learning or collaboration. | Rarely implements or does not develop structures that support adult learning and collaboration. |

|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>                                       | <i>Improvement Necessary (2)</i>   | <i>Ineffective(1)</i>  |
|---|--|--|--|--|
| <b>2.2</b><br><i>Monitors and evaluates the implementation of the standards based curriculum.</i> | Consistently and frequently monitors and evaluates the implementation of | Monitors the implementation of standards based curriculum. | Sometimes monitors the implementation of the standards based curriculum. | Rarely or ineffectively monitors the implementation of the standards based curriculum. |

|   |  |  |   |  |
|---|--|--|---|--|
| standards based curriculum.   |  |  |   |  |
|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
| 2.3<br><i>Leads and or supports the implementation of processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.</i> | Consistently engages or assists with engaging school leaders in a useful, needed and collaborative process to set and use benchmarks to increase student learning and support high expectations.       | Engages or assists with engaging school leaders in collaborative processes to set benchmarks to increase student learning and support high expectations. | Sometimes engages or assists with engaging school leaders in collaborative processes to set benchmarks to increase student learning OR engages school leaders in unnecessary processes that result in no student learning increase. | Makes little to no effort to engage school leaders in any collaboration to increase student achievement and support high expectations.   |
|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
| 2.4<br><i>Monitors the implementation of the strategic plans and school improvement plans and their impact on student achievement.</i>  | Central office administration evaluates the implementation and impact of plans based on changes in school practice and student learning using a variety of data sources.                               | Central office administration evaluates the implementation and impact of plans based on either observed changes or school data.                          | Central office administration rarely evaluates the implementation or impact of the plans.   | Central office administration never evaluates the implementation of plans or does not use data in evaluation of the impact of the plans. |
|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
| 2.5<br><i>Provides interventions to address the underperformance of school leadership</i>   | Consistently provides a variety of interventions and mentors under-performing school leaders.  | Provides interventions to address under-performance of school leaders.   | Provides few interventions to address the under-performance of school leaders.  | The under-performing school leader is never addressed.   |
|   | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
| 2.6<br><i>Monitors and ensures that Instructional Time Is maximized</i>   | Central office administrators communicate the sanctity of instructional time and encourage school leadership in a variety of ways to create a culture that support maximization of instructional time. | Central office administrators encourage school leadership to maximize instructional time.  | Central office administrators rarely encourage the maximization of instructional time.  | Central office administrators have a disregard for instructional time.   |

How many competencies received a rating?



Score for competencies under  
Domain 2:

Score check for Domain 2:

Place the score from above into this field. Make sure the decimals go out to the hundredths.

Notes and Evidence:

### Domain 3: Leadership

|   | Highly Effective (4)  | Effective (3)  | Improvement<br>Necessary (2)   | Ineffective(1)  |
|---|---|--|--|---|
| 3.1<br><i>Monitors schools to ensure safe, orderly and engaging learning environments, including facilities that reflect school district policies and procedures</i>  | Consistently monitors schools and seeks out ways to improve facilities and school learning environments.  | Monitors schools. Schools are safe, orderly and engaging. Facilities are within school district policies and procedures or attempts are made to address these. | Schools are infrequently monitored. Unsafe or unruly environments sometimes exist without correction. Facilities are not reflective of corporation policy and attempts are rarely made to correct these. | Schools are not monitored. Unsafe environments occur without correction. Facilities are not reflective of corporation policy.           |
| 3.2<br><i>Works collaboratively to implement fiscal policies that equitably and adequately distribute available resources to support the success of all students.</i>   | Administrators engage school administrators to implement policies that are easy to understand but adequately distribute resources equitably.  | Administrators establish, support, and implement policies that adequately distribute resources equitably.  | Administrators infrequently distribute resources adequately and equitably or rarely establish fiscal policies that do so.  | There are no policies that support the adequate or equitable distribution of resources, and none are created to assist in this process. |
| 3.3<br><i>Monitors and evaluates school leaders' ability to drive and sustain change in a positive collegial environment focused on continuous improvement that supports all students meeting high standards.</i> | Consistently works on maintaining a positive environment that is focused on student achievement and high expectations. Monitors change and evaluates administrators meaningfully and effectively. | Monitors building level change and evaluates administrators effectively.   | Does not monitor building level change and/or does not complete evaluation process in a timely fashion.  | Does not monitor building level change, does not complete evaluation process.   |
| 3.4<br><i>Contribute to school district culture</i>   | Administrator seeks out leadership roles within the school district, aimed at   | Administrator contributes ideas and expertise aimed at improving school  | Administrator will rarely contribute ideas and expertise aimed at improving school   | Administrator never contributes ideas aimed at improving school district efforts.   |

|  |  |   |   |
|--|--|---|---|
| improving school efforts, student achievement, and staff morale. Administrator goes above and beyond in dedicating time for colleagues, teachers, students and parents outside the work day. | efforts. Administrator dedicates time efficiently, when needed, to helping colleagues, teachers, students, and parents outside the work day. | district efforts. Administrator rarely dedicates time outside of the work day for helping colleagues, teachers, students and parents. | Little or no time outside of the school day dedicated to helping colleagues, teachers, students, and parents. |
|--|--|---|---|

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective(1)</i>  |
|---|---|---|--|--|
| <b>3.5</b><br><i>Collaborate with Peers/ Others</i> | Central office administrator will go above and beyond in seeking out opportunities to collaborate. Administrator coaches peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities. | Central office administrator will seek out and participate in regular opportunities to work with and learn from others. Administrator asks for assistance, when needed, and provide assistance to others in need. | Central office administrator will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Administrator will not seek to provide others with assistance when needed or will not regularly seek out opportunities to work with others. | Central office administrator rarely or never participates in opportunities to work with others. Administrator works in isolation and is not a team player. |

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>   |
|---|---|---|---|---|
| <b>3.6</b><br><i>Advocate for Student Success</i> | Central office administrator displays commitment to the education of the students in the school district. Administrator makes changes and takes risks to ensure student success and advocate for students' needs. | Central office administrator displays commitment to the education of his/her school district students. Administrator attempts to remedy obstacles around student achievement and will advocate for students' needs. | Central office administrator displays commitment to the education of some students. However, administrator does not advocate for students' needs. | Central office administrator rarely or never displays commitment to the education of his/her students. Administrator accepts failure as par for the course and does not advocate for students' needs. |

|  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
|--|--|---|---|--|
| <b>3.7</b><br><i>Communicating with the larger community</i> | Central office administrator proactively reaches out to parents, teachers, and establishes contacts with city, state or businesses, coordinating efforts for mutual benefit. | Central office administrator engages in outreach efforts to parents and the larger community. | Central office administrator makes sporadic efforts to engage in outreach to parents or the larger community. | Central office administrator makes no effort to engage in outreach to parents or the larger community. |

|  | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
|--|--|--|---|--|
| <b>3.8</b><br><i>Participating in a professional community</i> | Central office administrator makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Central office administrator participates and develops leadership roles in a wider professional community that includes local, state, or national events. | Central office administrator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Central office administrator participates in a wider professional community that includes local, state, or national contacts. | Central office administrator relationships with colleagues are cordial, and the administrator participates in school and district events when specifically requested. | Central office administrator's relationships with colleagues are negative or self-serving, and the administrator avoids being involved in school and district events and projects. |

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
|---|---|---|---|--|
| <b>3.9</b><br><i>Seek professional skills and knowledge</i> | Central Office Administrator 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. | Central Office administrator 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. | Central office administrator's participation in professional development activities is limited to those that are mandatory. | Central office administrator does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. |

How many competencies received a rating?

Score for competencies under Domain 3:

Score check for Domain 3:

Place the score from above into this field. Make sure the decimals go out to the hundredths.

Notes and Evidence:

#### DOMAIN 4: Leadership Actions

|                                      | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>                                      | <i>Improvement Necessary (2)</i>                          | <i>Ineffective(1)</i>                         |
|--------------------------------------|--|---|---|---|
| <b>4.1</b><br><i>Professionalism</i> | At Level 4, a central office administrator fulfills the criteria for Level 3 and | Central office administrator displays professionalism by: | Central office administrator supports professionalism by: | Central office administrator does not support |

|  |   |   |   |
|--|---|---|---|
| <p>additionally:</p> <p>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community.</p> <p>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</p> | <p>Modeling professional, ethical, and respectful behavior at all times.</p> <p>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</p> | <p>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations.</p> <p>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</p> | <p>professionalism by:</p> <p>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations.</p> <p>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</p> |
|--|---|---|---|

|                                      | <i>Highly Effective (4)</i>  | <i>Effective (3)</i>   | <i>Improvement Necessary (2)</i>   | <i>Ineffective(1)</i>  |
|--------------------------------------|--|--|--|--|
| <b>4.2</b><br><i>Time Management</i> | <p>At Level 4, a central office administrator fulfills the criteria for Level 3 and additionally:</p> <p>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives.</p> <p>Monitoring use of time to identify areas that are not effectively utilized.</p> | <p>Central office administrator manages time effectively by:</p> <p>Establishing yearly, monthly, weekly, and daily priorities and objectives.</p> <p>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</p> | <p>Central office administrator manages time effectively by:</p> <p>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives.</p> <p>Occasionally prioritizes activities unrelated to student achievement.</p> | <p>Central office administrator manages time effectively by:</p> <p>Rarely or never establishing timely objectives or priorities.</p> <p>Regularly prioritizing activities unrelated to student achievement.</p> |

|   | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>   | <i>Ineffective(1)</i>  |
|---|---|---|--|--|
| <b>4.3</b><br><i>Initiative and Persistence</i> | <p>At Level 4, a central office administrator fulfills the criteria for Level 3 and additionally:</p> <p>Exceeding typical expectations to accomplish ambitious goals.</p> <p>Regularly identifying, communicating, and addressing the school's most significant obstacles to</p> | <p>Central office administrator displays initiative and persistence by:</p> <p>Consistently achieving expected goals;</p> <p>Taking on voluntary responsibilities that contribute to school success.</p> <p>Taking risks to support students in achieving results by identifying and frequently</p> | <p>Central office administrator displays initiative and persistence by:</p> <p>Achieving most, but not all expected goals.</p> <p>Occasionally taking on additional, voluntary responsibilities that contribute to school success.</p> <p>Occasionally taking risks to support students in achieving</p> | <p>Central office administrator does not display initiative and persistence by:</p> <p>Rarely or never achieving expected goals.</p> <p>Rarely or never taking on additional, voluntary responsibilities that contribute to school success.</p> <p>Rarely or never taking risks to support</p> |



|   |   |  |   |
|---|---|--|---|
| student achievement.  | attempting to remove the school's most significant obstacles to student achievement.                                | results by attempting to remove the school's most significant obstacles to student achievement.                                  | students in achieving results.            |
| 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. | Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. | Never seeking out potential partnerships. |

|                          | <i>Highly Effective (4)</i>   | <i>Effective (3)</i>  | <i>Improvement Necessary (2)</i>  | <i>Ineffective(1)</i>  |
|--------------------------|---|---|---|--|
| <b>4.4 Communication</b> | <p>At Level 4, a central office administrator fulfills the criteria for Level 3 and additionally:</p> <p>Skillfully and clearly communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites).</p> | <p>Central office administrator supports development by:</p> <p>Communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites).</p> | <p>Central office administrator sometimes supports development by:</p> <p>Sometimes communicating district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites).</p> | <p>Central office administrator does not support development by:</p> <p>Does not communicate district goals, needs, plans, and successes (and failures) to all stakeholders (e.g., school board members, building leaders, teachers, parents/guardians using a variety of means (e.g., presentations, technology tools, newsletters, Web sites).</p> |

How many competencies received a rating?

Score for competencies under Domain 4:

Score check for Domain 4:

Place the score from above into this field. Make sure the decimals go out to the hundredths.

Notes and Evidence:

FINAL DOMAIN SCORE FOR  
CENTRAL OFFICE  
ADMINISTRATOR  
EVALUATION RUBRIC  
(COAER):

Does not include core professionalism.

SUMMATION OF COAER:

W.A.R.E. Central Office Administrator Effectiveness  
Rubric

-- DRAFT -  
-

*FINAL CENTRAL OFFICE  
ADMINISTRATOR  
EVALUATION RUBRIC  
SCORE:*

*Does not include Core Professionalism*

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## ISBA/IAPSS Indiana Superintendent Evaluation Rubric

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

| Indicator |   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|-----------|---|--|--|--|---|
| 1.4       | <b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>   | <p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>  | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p> | 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       | <b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b> | <p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p> | 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. | <p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p> |



|  | Indicator  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|--|--|---|---|---|--|
| <b>2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.</b> |  |   |   |   |  |
| 2.1  | <b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b> | <p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>   | <p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>   | <p>The superintendent is unaware of or indifferent to the data.</p>  |
| 2.2  | <b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>            | <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p> | <p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>  | <p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> | <p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |

| Indicator |   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|-----------|---|--|---|---|--|
| 2.3       | <b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b> | <p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p> | 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)  |
|--|---|---|---|---|--|
| <b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.</b> |   |   |   |   |  |
| 3.1  | <b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b> | The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.  | On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.  | Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.                              | The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| 3.2  | <b>The superintendent organizes time and projects for effective leadership.</b>   | <p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>                                  |

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

| Indicator |   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|-----------|---|---|---|---|--|
| 4.3       | <b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b>              | <p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p> | 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       | <b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b> | 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       | <b>The superintendent encourages open communication and dialogue with school board members.</b>                                   | <p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>  | 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       | <b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>      | 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   | <p><b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b></p> | <p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> |
| 5.2   | <p><b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b></p>  | <p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>   | <p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>   | <p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>   | <p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>   |

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

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



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