Staff Performance Evaluation Plan
SY 2022-2023

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

Sunman-Dearborn Community Schools provides annual evaluations for the following certificated employee groups:

a. Superintendent of Schools
b. Principals
c. Assistant Principals
d. Certified Teachers
e. Certified Counselors
f. Certified A/V and Media Specialists
g. Certified Speech Pathologists

Sunman-Dearborn Community School Board has approved an evaluation tool for the Superintendent of Schools on September 13, 2012. The evaluation model that will be used for the Superintendent of Schools was developed by the Indiana School Board Association (ISBA) in conjunction with input from the Indiana Association of Public School Superintendents (IAPSS). A copy of this document is included in Appendix A.

A Teacher Evaluation Committee meet during the 2017-2018 school year to modify the Teacher rubric. This new rubric was implemented during the 2018-2019 school year. The committee met again at the end of the 2018-2019 school year to make slight modifications to the rubric. A copy is included in Appendix D.

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

Sunman-Dearborn Community Schools will utilize rubrics developed from the Superintendent Evaluation model, Modified Rise Evaluation Model for Administrators and Modified Rise Evaluation Model for Teachers. The corporation also plans on using the evaluation models for the Certified Counselors, Certified AV and Media Specialists and Certified Speech Pathologists.

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☒ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	• Definition of performance categories • Summative scoring process that yields placement into each performance category	3
☒ A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	• Definition of negative impact on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth	3
☒ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(3)	• Summative scoring process that yields placement into each performance category • Process for scoring student learning measures • Weighting (broken down by percentage) of all evaluation components	3

Sunman-Dearborn Community School Board has adopted the Superintendent Evaluation, Rise Evaluation for Administrators and the Rise Evaluation for Certified Teachers that incorporates the summative ratings of highly effective, effective, improvement necessary and ineffective. These definitions and ratings can be found in Appendices A-C.

Sunman-Dearborn Community School Board has adopted the Superintendent Evaluation, Rise Evaluation for Administrators and the Rise Evaluation for Certified Teachers that incorporates the summative rating modification if and when a teacher negatively affects student growth.   The corporation's definition for negative impact is as follows: (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Teachers determined to have a negative impact on students in the growth model category will not be eligible for a summative rating of "Effective" or "Highly Effective."
For classes that are not measured by statewide growth model assessments, a teacher must satisfy the following two variables, in order to be determined as having a negative impact on student learning. Teachers meeting both variables will not be eligible to receive a summative rating in the "Effective" or "Highly Effective" range.

a.   The teacher receives an ineffective rating on both SLOs (class and targeted, or both targeted), and
b.   Fewer than 80% of his/her students pass the end of course assessment.

This modification can be found in Appendix C.

Sunman-Dearborn Community School Board has adopted the Superintendent Evaluation, Rise Evaluation for Administrators and the Rise Evaluation for Certified Teachers that incorporates the summative ratings of highly effective, effective, improvement necessary and ineffective. These definitions and ratings can be found in Appendices A-C.

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

Sunman-Dearborn has contracted with Five Star Technologies to utilize an online observation and evaluation tools that assist the evaluator with the observation process and the evaluation process. The observation process provides for immediate feedback to the subject who is observed in an electronic format. The summative evaluation is also electronically generated and distributed via the internet. A sample of the observation form can be found in Appendix G.

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

The evaluation plan is discussed during the monthly meet and discuss meeting with the association, and presented to the board at a public board meeting.

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

All Sunman-Dearborn Community School Corporation administrators have been trained in the RISE Evaluation System for the evaluation of teachers and administrators. The building principals, assistant principals and athletic director who have administrator licenses have been trained and they will evaluate teachers. S-DCSC superintendent, East Central High School Principal, and Sunman-Dearborn Middle School Principal have been trained in the administrator evaluation process and will evaluate the administration.   The process for determining evaluators was based on all the fact that all evaluators must hold a valid administrator license.

Sunman-Dearborn Community School Corporation is a member of the Wilson Education Service Center (WESC). Administrators are allowed to attend training sessions on RISE and teacher evaluations at WESC. In addition, we hold quarter inter-rater reliability (IRR) sessions as part of the principals meetings. These sessions will occur in October, January, and April.

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

S-DCSC utilizes an online system for delivering completed evaluations, PIVOT. Teachers immediately receive email notifications when their evaluation is complete.

All teachers rated as ineffective or improvement necessary receive are assigned a remediation plan. Remediation plans include job-embedded professional development tied directly to the teacher's deficiencies, as indicated by the evaluation.

Teachers rated as ineffective or improvement necessary receive professional improvement plans based on their professional development.

Teachers must request a conference with the superintendent in writing.

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

Through staffing and master schedule building, principals and guidance counselors have an established process of ensuring students do not receive instruction from ineffective teachers two years in a row.

We have yet to experience this type of scenario. However, if it does occur, teachers will have a conference with the building principal, and will later receive a letter verifying the student assignment is unavoidable.

Appendix A

Superintendent Evaluation

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	☐	☐	☐	☐	
1.2	☐	☐	☐	☐	
1.3	☐	☐	☐	☐	
1.4	☐	☐	☐	☐	
1.5	☐	☐	☐	☐	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	☐	☐	☐	☐	
2.2	☐	☐	☐	☐	
2.3	☐	☐	☐	☐	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	☐	☐	☐	☐	
3.2	☐	☐	☐	☐	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	☐	☐	☐	☐	
4.2	☐	☐	☐	☐	
4.3	☐	☐	☐	☐	
4.4	☐	☐	☐	☐	
4.5	☐	☐	☐	☐	
4.6	☐	☐	☐	☐	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	☐	☐	☐	☐	
5.2	☐	☐	☐	☐	
5.3	☐	☐	☐	☐	
5.4	☐	☐	☐	☐	
Score					

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

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	☐	☐	☐	☐	
6.2	☐	☐	☐	☐	
6.3	☐	☐	☐	☐	
6.4	☐	☐	☐	☐	
6.5	☐	☐	☐	☐	
Total					

Superintendents Goals/Objectives

Goal / Objective	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	☐	☐	☐	☐	
2	☐	☐	☐	☐	
3	☐	☐	☐	☐	
4	☐	☐	☐	☐	
5	☐	☐	☐	☐	
6	☐	☐	☐	☐	

ISBA/IAPSS Superintendent Evaluation Metrics

LEADERSHIP OUTCOMES (60%):

Effectiveness Rubric This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 70% of the superintendent's comprehensive rating.

	Category	Points
Effectiveness Rubric	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

STUDENT LEARNING DATA (10%):

Accountability A-F Grade (10%): The Accountability A-F Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating in this example.

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

SUPERINTENDENT GOALS/OBJECTIVES (30%):

This is an opportunity for superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 20% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:
1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4

Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

SCALE

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

Appendix B

Sunman Dearborn Evaluation for Principals

Domain 1: Teacher Effectiveness

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitoring the use of time and/or evaluation procedures to consistently improve the	Maintains consistency with the administrative team, as determined by the inter-rater reliability sessions. Uses teacher evaluations to credibly differentiate the	Uses teacher evaluations to partially differentiate the performance of teacher. Follows most processes and procedures outlined in the	Rarely or never uses teacher evaluation to differentiate the performance of teachers. Fails to follow all processes and processes outlined in the

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		evaluation process leading to improvements in instruction.	performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance. Follows processes and procedures within the predetermined timeframes outlined in the corporation evaluation plan for all staff members	corporation evaluation plan for all staff members.	corporation evaluation plan for staff members.
1.2	Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Stays in frequent communication with teachers on remediation plans to ensure necessary support and providing specific strategies regarding areas of need in improvement plans (ie: PD opportunities, etc.) Tracks improvement plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: Developing improvement plans with certified staff rated as ineffective or in need of improvement. Monitoring the success of improvement plans at least twice per quarter. Following statutory and contractual language in counseling out or recommending for dismissal of ineffective teachers.	Occasionally monitors the success of improvement plans. Occasionally follows statutory and contractual language in counseling out or recommending for dismissal of ineffective teachers.	Occasionally, rarely or never develops improvement plans with teachers rated as ineffective or in need of improvement. Rarely or never monitors the success of remediation plans. Rarely or never follows statutory and contractual language in counseling out or recommending for dismissal of ineffective teachers.
1.3	Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority. Monitors the impact of	Visits all teachers frequently (announced and unannounced) to observe instruction. Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Formally and informally, provides prompt, actionable feedback, and	Minimum number of required formal observations. Occasionally visiting teachers to observe instruction. Occasionally analyzing student performance data to drive instruction evaluate instructional quality. Providing inconsistent or ineffective feedback to teachers and/or that is not	Rarely or never visits teachers to observe instruction. Rarely or never analyzes student performance data OR lacking ability to derive meaning from analysis of data. Rarely or never provides feedback to teachers or consistently providing feedback to teachers that is

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	feedback provided to teachers as evidenced by student growth.	follow-up. Providing prompt, actionable feedback and follow-up to teachers aimed at improving student outcomes based on observations and student performance data.	aimed at improving student outcomes.	completely unrelated to student outcomes.
1.4 Teacher collaboration	− At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitor collaborative efforts to ensure a constant focus on student learning. Tracks best collaborative practices to solve specific challenges. Hold data teams accountable for their results evidenced in formal observations.	Establishes a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods. Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving. Aligns teacher collaborative efforts to the school's vision/mission.	Establishes a culture of collaboration without a clear or explicit focus on student learning and achievement. Supports and encouraging teamwork and collaboration in a limited number of ways. Occasionally aligns teacher collaborative efforts to instructional practices.	Fails to establish or support a culture of collaboration through not establishing systems such as common planning periods. Discourages teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback. Rarely or never aligns teacher collaborative efforts to instructional practices.

Domain 2: Leadership Actions

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				

2.1	Professionalism	Articulates and communicates appropriate behavior to all stakeholders, including parents and the community. Professionally dressed at all times; Men - tie and jacket when students are in the buidling, business casual when students are not in building, participating in limited school sprit or staff morale days. Women - professional business dress when students are in the building, business casual when students are not in building.	Modeling professional, ethical, and respectful behavior at all times. Professionally dressed most times, participating in limited school sprit or staff morale days. Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations. Not professionally dressed on several occasions, particularly when school is in session. Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	Principal does not support professionalism by: Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations. Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.2	Time management	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives. Monitors use of time to identify areas that are not effectively utilized.	Establishes yearly, monthly, weekly, and daily priorities and objectives. Identifies and consistently prioritizing activities with the highest-leverage on student achievement. Consistently meets deadlines, answering emails, etc.	Establishes short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives. Occasionally prioritizes activities unrelated to student achievement. Often misses deadlines or needing reminders to meet deadlines.	Rarely or never establishes timely objectives or priorities. Regularly prioritizing activities unrelated to student achievement. Consistently misses deadlines.
2.3	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: To the extent possible, messages key concepts in real time Tracks the impact of interactions with stakeholders, revising approach and expanding	Messages key concepts, such as the school's goals, needs, plans, success, and failures. Interacts with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. Utilizes a variety of means and approaches of communicating,	Messages most, but not all, key concepts. Interacts with a variety of stakeholders but not yet reaching all invested groups and organizations. Utilizes a limited number of means and approaches to communication.	Rarely or never messages key concepts. Interacts with a limited number of stakeholders and failing to reach several key groups and organizations. Does not utilize a variety of means or approaches to communication OR ineffectively utilizing several means of communication.

		scope of communications when appropriate. Monitors the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	such as face-to-face conversations, newsletters, websites, etc.		
2.4	Evaluation of non-certified staff	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Addresses performance issues throughout the school year by discussing issue with the non-certified staff member.	Creates the time and/or resources necessary to ensure the accurate evaluation of every non-certified staff member in the building. Using non-certified staff evaluations to credibly differentiate the performance of staff. Following processes and procedures outlined in the corporation evaluation plan for all staff members	Creates insufficient time and/or resources necessary to ensure the accurate evaluation of every non-certified staff member in the building. Uses non-certified evaluations to partially differentiate the performance of staff. Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	Fails to create the time and/or resources necessary to ensure the accurate evaluation of every non-certified staff member in the building. Rarely or never uses non-certified evaluation to differentiate the performance of staff. Rates nearly all non-certified staff "Highly Effective".

Sunman Dearborn Evaluation for Assistant Principals

Domain 1: Teacher Effectiveness

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager					
1.1.1	**Hiring and retention**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; − Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; − Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	Principal recruits, hires, and supports teachers by: − Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; − Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; − Aligning personnel decisions with the vision and mission of the school. −	Principal recruits, hires, and supports effective teachers by: − Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; − Demonstrating ability to increase some teachers' effectiveness; − Occasionally applying the school's	Principal **does not** recruit, hire, or support effective teachers who share the school's vision/mission by: − Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions[1]; − Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; − Rarely or never applying the school's vision/mission to HR decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
				vision/mission to HR decisions.	
1.1.2	**Evaluation of teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** − Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; − Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; − Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** − Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; − Using teacher evaluations to partially differentiate the performance of teacher; − Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal does not prioritize and apply teacher evaluations by:** − Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; − Rarely or never using teacher evaluation to differentiate the performance of teachers ; − Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.
1.1.3	**Professional development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Frequently creating learning opportunities in which highly effective teachers support their peers; − Monitoring the impact of implemented learning	**Principal orchestrates professional learning opportunities by:** − Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; − Providing learning opportunities in a variety of formats, such as	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** − Providing generalized learning opportunities aligned to the professional needs of some teachers based	**Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by:** − Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		opportunities on student achievement; − Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	instructional coaching, workshops, team meetings, etc. − Providing differentiated learning opportunities to teachers based on evaluation results.	on student academic performance data; − Providing learning opportunities with little variety of format; − Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	− Providing no variety in format of learning opportunities; − Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and talent development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Encouraging and supporting teacher leadership and progression on career ladders; − Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; − Recognizing and celebrating emerging leaders.	**Principal develops leadership and talent by:** − Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; − Providing formal and informal opportunities to mentor emerging leaders; − Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	**Principal develops leadership and talent by:** − Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; − Providing formal and informal opportunities to mentor some, but not all, emerging leaders; − Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	**Principal does not develop leadership and talent by:** − Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school; − Rarely or never provides mentorship to emerging leaders; − Providing no support and encouragement of leadership and growth; − Frequently assigns responsibilities without allocating necessary authority.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Encouraging and supporting staff members to seek out responsibilities; − Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** − Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; − Monitoring the progress towards success of those to whom delegations have been made; − Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by** − Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; − Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; − Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** − Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; − Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; − Rarely or never providing support.
1.1.6	**Strategic assignment[2]**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual	**Principal uses staff placement to support instruction by:** − Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;	**Principal uses staff placement to support instruction by:** − Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in	**Principal <u>does not</u> use staff placement to support instruction by:** − Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		strengths and minimize weaknesses.	− Strategically assigning support staff to teachers and classes as necessary to support student achievement.	assignment when possible.	
1.1.7	**Addressing teachers who are in need of improvement or ineffective**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Staying in frequent communication with teachers on remediation plans to ensure necessary support; − Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	**Principal addresses teachers in need of improvement or ineffective by:** − Developing remediation plans with teachers rated as ineffective or in need of improvement; − Monitoring the success of remediation plans; − Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal addresses teachers in need of improvement or ineffective by:** − Occasionally monitoring the success of remediation plans; − Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	**Principal <u>does not</u> address teachers in need of improvement or ineffective by:** − Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; − Rarely or never monitoring the success of remediation plans; − Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership					
1.2.1	**Mission and vision**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Defining long, medium, and short-term application of the vision and/or mission; − Monitoring and measuring progress toward the school's vision and/or mission;	**Principal supports a school-wide instructional vision and/or mission by:** − Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);	**Principal supports a school-wide instructional vision and/or mission by:** − Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);	**Principal <u>does not</u> support a school-wide instructional vision and/or mission by:** − Failing to adopt a school-wide instructional vision and/or mission; − Defining a school-wide instructional vision and/or

		– Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; – Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	– Defining specific instructional and behavioral actions linked to the school's vision and/or mission; – Ensuring all key decisions are aligned to the vision and/or mission; – Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. –	– Making significant key decisions without alignment to the vision and/or mission; – Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	mission that is not applied to decisions; – Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom observations	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; – Monitoring the impact of feedback provided to teachers.	**Principal uses classroom observations to support student academic achievement by:** – Visiting all teachers frequently (announced and unannounced) to observe instruction; – Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; – Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	**Principal uses classroom observations to support student academic achievement by:** – Occasionally visiting teachers to observe instruction; – Occasionally analyzing student performance data to drive instruction evaluate instructional quality; – Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at	**Principal uses classroom observations to support student academic achievement by:** – Rarely or never visiting teachers to observe instruction; – Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; – Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is

				improving student outcomes.	completely unrelated to student outcomes.
1.2.3	Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Monitoring collaborative efforts to ensure a constant focus on student learning; − Tracking best collaborative practices to solve specific challenges; − Holding collaborating teams accountable for their results.	Principal supports teacher collaboration by: − Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; − Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; − Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: − Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; − Supporting and encouraging teamwork and collaboration in a limited number of ways; − Occasionally aligning teacher collaborative efforts to instructional practices.	Principal does not support teacher collaboration by: − Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; − Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; − Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning					
1.3.1	Planning and Developing Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; − Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;	Principal supports the planning and development of Student Learning Objectives (SLOs) by: − Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; − Collaborating with teachers to identify standards or skills to be assessed; − Collaborating with teachers to develop/select assessments to	Principal supports the creation of Student Learning Objectives (SLOs) by: − Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes	Principal does not support the creation of Student Learning Objectives by: − Failing to organize/provide opportunities for teacher collaboration; − Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;

		Level 4	Level 3	Level 2	Level 1
		− Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; − Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; − Revisiting the use and design of teacher and school-wide tracking tools.	evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; − Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; − Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. − Utilizing a tracking tool to monitor school-wide progress on SLOs; − Ensuring teachers utilize a tracking tool to show student progress towards SLOs.	necessary for collaboration to occur; − Occasionally collaborating with teachers to identify standards or skills to be assessed; − Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; − Working with teachers only occasionally throughout the year to measure progress towards goals; − Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	− Not meeting with teachers throughout the year to look at progress towards goals.
1.3.2	Rigorous Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; − Establishing an on-going culture of looking at data and progress towards SLOs	Principal creates rigor in SLOs by: − Ensuring teachers' SLOs define desired outcomes; − Ensuring assessments used correspond to the appropriate state content standards; − Ensuring outcomes are benchmarked to high expectations, such as	Principal creates rigor in SLOs by: − Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;	Principal creates rigor in SLOs by: − Allowing for outcomes to be benchmarked to less than typical growth; − Failing to assess baseline knowledge of students; − Failing to select assessments that are

		involving all staff members in the school regularly meeting to talk about data and instructional practice.	international standards and/or typical to high growth; − Ensuring an analysis of previous year's student data is included in the development of SLOs; − Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	− Assessing baseline data that may not be effectively used to assess students' starting points; − Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	appropriately aligned to content standards.
1.3.3	Instructional time	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** − Removing all sources of distractions of instructional time; − Promoting the sanctity of instructional time; − Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** − Removing major sources of distractions of instructional time; − Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; − Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** − Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; − Rarely or never promoting the sanctity of instructional time; − Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior					
2.1.1	Professionalism	**At Level 4, a principal fulfills the criteria for Level 3 and additionally**: − Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; − Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by**: − Modeling professional, ethical, and respectful behavior at all times; − Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** − Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; − Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal does not support professionalism by:** − Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; − Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time management	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; − Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** − Establishing yearly, monthly, weekly, and daily priorities and objectives; − Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** − Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; − Occasionally prioritizes activities unrelated to student achievement.	**Principal manages time effectively by:** − Rarely or never establishing timely objectives or priorities; − Regularly prioritizing activities unrelated to student achievement;

2.1.3	Using feedback to improve student performance	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	Principal uses feedback to improve student performance by: – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	Principal uses feedback to improve student performance by: – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	Principal <u>does not</u> use feedback to improve student performance by: – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.
2.1.4	Initiative and persistence	At Level 4, a principal fulfills the criteria for Level 3 and additionally: – Exceeding typical expectations to accomplish ambitious goals; – Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; – Engaging with key stakeholders at the district and state level, and within	Principal displays initiative and persistence by: – Consistently achieving expected goals; – Taking on voluntary responsibilities that contribute to school success; – Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; – Seeking out potential partnerships with groups and organizations with	Principal displays initiative and persistence by: – Achieving most, but not all expected goals; – Occasionally taking on additional, voluntary responsibilities that contribute to school success; – Occasionally taking risks to support students in achieving	Principal <u>does not</u> display initiative and persistence by: – Rarely or never achieving expected goals; – Rarely or never taking on additional, voluntary responsibilities that contribute to school success; – Rarely or never taking risks to support students in achieving results; – Never seeking out potential partnerships.

the local community to create solutions to the school's most significant obstacles to student achievement.	the intent of increasing student achievement.	results by attempting to remove the school's most significant obstacles to student achievement; – Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships				
2.2.1 **Culture of urgency**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;	**Principal creates an organizational culture of urgency by:** – Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; – Leading a relentless pursuit of these expectations.	**Principal creates an organizational culture of urgency by:** – Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; – Occasionally leading a pursuit of these expectations.	**Principal does not create an organizational culture of urgency by:** – Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; – Failing to identify the efforts of students and teachers, thus unable to align these efforts.

2.2.2	Communication	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − To the extent possible, messaging key concepts in real time; − Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; − Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.	Principal skillfully and clearly communicates by: − Messaging key concepts, such as the school's goals, needs, plans, success, and failures; − Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; − Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	Principal skillfully and clearly communicates by: − Messaging most, but not all, key concepts; − Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; − Utilizing a limited number of means and approaches to communication.	Principal does not skillfully and clearly communicate by: − Rarely or never messaging key concepts; − Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; − Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3	Forging consensus for change and improvement	At Level 4, a principal fulfills the criteria for Level 3 and additionally: − Guides others through change and addresses resistance to that change; − Monitors the success of strategies and revises based on strengths and weaknesses; − Creates cultural changes that reflect and support building a consensus for change.	Principal creates a consensus for change and improvement by: − Using effective strategies to work toward a consensus for change and improvement; − Systematically managing and monitoring change processes; − Securing cooperation from key stakeholders in planning and implementing change and driving improvement.	Principal creates a consensus for change and improvement by: − Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; − Managing change and improvement processes without building systems and allies necessary to support the process; − Asking for feedback but not yet successful	Principal does not create a consensus for change and improvement by: − Failing to identify areas in which agreement and/or consensus is necessary; − Rarely or never managing or developing a process for change and/or improvement; − Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

				in securing cooperation in delivering input from all stakeholders.	

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				
2.3.1 **High expectations**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; − Benchmarking expectations to the performance of the state's highest performing schools; − Creating systems and approaches to monitor the level of academic and behavior expectations; − Encouraging a culture in which students are able to	**Principal creates and supports high academic and behavior expectations by:** − Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; − Empowering students to set high and demanding expectations for themselves; − Ensuring that students are consistently learning, respectful, and on task; − Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; − Ensuring the use of practices with proven effectiveness in creating success for all students, including	**Principal creates and supports high academic and behavioral expectations by:** − Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; − Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	**Principal <u>does not</u> create or support high academic and behavior expectations by:** − Accepting poor academic performance and/or student behavior; − Failing to set high expectations or sets unrealistic or unattainable goals.

		clearly articulate their diverse personal academic goals.	those with diverse characteristics and needs.		
2.3.2	**Academic rigor**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	**Principal establishes academic rigor by:** − Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	**Principal establishes academic rigor by:** − Creating academic goals that are nearing the rigor required to meet the school's academic goals; − Creating academic goals but occasionally deviates from these goals in the face of adversity.	**Principal <u>has not</u> established academic rigor by:** − Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; − Consistently sets and abandons ambitious academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** − Data used as basis of decision making is transparent and communicated to all stakeholders; − Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	**Principal utilizes data by:** − Orchestrating frequent and timely team collaboration for data analysis; − Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	**Principal utilizes data by:** − Occasionally supporting and/or orchestrating team collaboration for data analysis; − Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	**Principal <u>does not</u> utilize data by:** − Rarely or never organizing efforts to analyze data; − Rarely or never applying data analysis to develop action plans.

Appendix D

Sunman Dearborn Evaluation for Certified Teachers

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 Competency Develop Standards-Based Units, Track Student Data and Utilize Data to Plan	**Teacher correlates standards with most assignments and all assessments in PowerTeacher Pro within five (5) school days. Teacher develops standards-based units aligned to corporation pacing guides (if they exist) and adjusts based on student assessment data.**	**Teacher correlates standards for all assessments in PowerTeacher Pro within five (5) school days. Teacher develops standards-based units aligned to corporation pacing guides (if they exist).**	**Teacher either correlates standards for all assessments in PowerTeacher Pro within five (5) school days, or Teacher develops standards-based units aligned to corporation pacing guides (if they exist).**	Teacher **does not** correlate standards for all assessments in PowerTeacher Pro in a timely manner. Teacher **does not** develop standards-based units aligned to corporation pacing guides (if they exist)

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1:	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
Develop student understanding and mastery of lesson objectives	Learning objective is prominently displayed, written in clear language, and is based on grade level curriculum. Teacher refers back to the learning objective at all strategic moments in the lesson. All surveyed students know the learning objective, and most students can explain why they are learning it.	Learning objective is prominently displayed, written in clear language, and is based on grade level curriculum. Teacher refers back to the learning objective at most strategic moments in the lesson. Most (50%+) students surveyed know the learning objective, and can explain why they are learning it.	State standard is displayed but learning objective is not. When asked, most (50%)+ surveyed students **do not** know the learning objective.	Neither the lesson objective nor state standard are displayed.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2:	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
Demonstrate and Clearly Communicate Content Knowledge to Students	Teacher is effective at teaching and modeling objective driven content, with 100% accuracy, throughout the duration of the observation. Teacher provides guided practice after each brief step (e.g., note taking, completing a single step in a problem, writing, processing information, pair/share).	Teacher is effective at teaching and modeling objective driven content, with 100% accuracy, throughout the duration of the observation. Teacher provides guided practice after each brief step less than 100% of the time (e.g., note taking, completing a single step in a problem, writing, processing information, pair/share).	Teacher needs improvement at teaching and modeling objective driven content, as one to two errors were present, throughout the duration of the observation. Teacher provides guided practice after each brief step less than 100% of the time (e.g., note taking, completing a single step in a problem, writing).	Teacher needs improvement at teaching and modeling objective driven content, as more than two errors were present, throughout the duration of the observation. Teacher does not provide opportunities for guided practice after each brief step.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	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
Engage students in academic content	Teacher engages student interest by providing purpose, previewing learning, or linking to prior learning. Teacher may include embedded vocabulary to be used in lesson. At least 90% of students are engaged in content and are on-task.	Teacher engages student interest by providing purpose, previewing learning, or linking to prior learning. Teacher may include embedded vocabulary to be used in lesson. Between 71% and 90% of students are engaged in content and are on-task.	Teacher does not engage student interest by providing purpose, previewing learning, or linking to prior learning. Between 50% and 70% of students are engaged in content and are on-task.	Teacher does not engage student interest by providing purpose, previewing learning, or linking to prior learning. Fewer than 50% of students are engaged in content and are on-task.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	Teacher checks for understanding after each key step in the lesson. Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher checks for understanding at almost all key steps. Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	Teacher sometimes checks for understanding of content by calling on students with hands raised, but does not check with all students by thumbs up/down, cold-calling, turn and talk, or pair share.	Teacher never checks for understanding of content.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.5:	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
Create Classroom Culture of Respect and Collaboration	Teacher instruction is reflective of a facilitator Teacher demonstrates positive reinforcement through various means The students and teacher of the classroom demonstrates positivity and student peer encouragement Students are witnessed instructing other students. Student conversations demonstrate mutual respect and focused on academic learning.	Students are given multiple opportunities to collaborate and support peers Teacher demonstrates positive reinforcement through various means Students regularly encourage and compliment peers Grouping and pairing of students is predetermined by particular criteria Teacher demonstrates appropriate student redirection when needed	Student grouping is not predetermined or chaotic Students demonstrate in-tolerance Group work is not a shared student responsibility	Students demonstrate disrespect to students or teacher Students are not witnessed collaborating Teacher does not positively praise student(s)

Domain 3: 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
3.1	**Attendance**	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*
3.2	**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)	
3.3	**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)
3.4	**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
3.5	**Contribute to School Culture**	Individual demonstrates a pattern of responsive collaboration and promotion of student success with colleagues, parents/guardians, and community members	Individual does not demonstrates a pattern of responsive collaboration and promotion of student success with colleagues, parents/guardians, and community members

Appendix E

Certified Counselors Evaluation

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

Indicator / Guidance Standard		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1 K-2.1.1 3-5.1.1 3-5.1.9 6-8.1.8 6-8.1.10 9-12.1.2 9-12.1.4	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2 K-2.1.1 3-5.1.9 3-5.1.12 6-8.1.3 6-8.1.4 9-12.1.4	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3 K-2.1.5 K-2.1.7 K-2.1.13 3-5.1.11 6-8.1.5 9-12.1.5 9-12.1.6	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists *all* students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	

1.4 K-2.1.6 K-2.1.5 3-5.1.12 6-8 9-12	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5 K-2.1.2 K-2.1.5 3-5.1.9 6-8.1.2 6-8.1.9 9-12.1.3	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6 K-2.1.13 3-5.1.17 6-8.1.11 6-8.1.12 6-8.1.13 6-8.1.14 6-8.1.15 6-8.1.16 6-8.1.17	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides *all* students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

6-8.1.18 6-8.1.19 6-8.1.20 6-8.1.21 6-8.1.22 6-8.1.23 6-8.1.24 6-8.1.25 6-8.1.26 6-8.1.27 6-8.1.28 6-8.1.29 6-8.1.31 6-8.1.32 9-12.1.7 9-12.1.8 9-12.1.9 9-12.1.10					

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

Indicator / Guidance rd		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1 K-2.3.2 K-2.3.6 K-2.3.8 3-5.3.1 3-5.3.7 3-5.3.9 3- 3- 6-8.3.5 6-8.3.6 9- 9-	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2 K-2.3.18 3-5.3.10 3-5.3.21 3-5.3.23 3-5.3.32 6-8.3.3 6-8.3.4 6-8.3.10 6-8.3.11	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	

6-8.3.13 6-8.3.14 6-8.3.16 9-12.3.3 9-12.3.7 9-12.3.8 9-12.3.9	stakeholder collaboration.					
2.3 K-2.3.5 3-5.3.2 6-8.3.7 6-8.3.8 6-8.3.15 9-12.3.7 9-12.3.10	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4 K-2.3.6 3-5.3.2 6-8.3.6 9-12.3.9 9-12.3.10	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

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

Indicator / Guidance Standard		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1 K-2.2.1 3-5.2.1 6-8.2 9-12.2.2 9-12.2.5	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2 K-2.2.5 3-5.2.7 6-8.2.1 6-8.2.8 9-12.2.6 9-12.2.9 9-12.2.11	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	

3.3 K-2.2.5 3-5.2.1 6-8.2.2 6-8.2.6 6-8.2.9 6-8.2.10 9-12.2.1	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4 K-2.1.13 K-2.2.1 K-2.2.3 3-5.2.8 6-8.2.7 9-12.2.7 9-12.2.8	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership— either formal or informal— in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	

4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel,	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.		parents, and community agencies.		

SUMMARY AND RATING

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

Overall Rating

Indicator	Maximum Score	Score		KEY	
Academic Achievement	24			61-80	Highly Effective
Student Assistance Services	16			41-60	Effective
Career Development	16			21-40	Improvement Necessary
Professional Leadership	24			0-20	Ineffective

Strengths	Specific Growth Areas

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.

Certified A/V and Media Specialists Evaluation

AISLE School Librarian Evaluation Rubric
AISLE Board Approved Copyright 2012 January 28, 2012
Allowable Modifications to the School Librarian Evaluation Rubric

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

- Use of the rubric with all domains and competencies

- Addition of competencies

- Notes added to clarify the domains or competencies

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

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

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

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

Domain 1: Purposeful Planning

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

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

1.2	Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues -*The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.*	School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students. -*The goal for the program is communicated with appropriate stakeholders.*	School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. - *The goal for the program is established by not communicated with appropriate stakeholders.*	School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.

Notes 1.2
1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3	Demonstrating knowledge of resources, both within and beyond the school and district	School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

Notes 1.3
1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	**Developing and implementing a plan to evaluate the library program**	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Notes 1.4
1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5	**Establishing a culture for investigation and love of literature**	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)

1.6	Establishing and maintaining library procedures	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.7	**Organize physical space to enable smooth flow**	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.

Notes 1.7
1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.

	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.8	**Maintaining and extending the library**	School librarian adheres to district or	School librarian adheres to district or	School librarian is partially successful in	School librarian fails to adhere to district

collection in accordance with the schools' needs and within budget limitations	professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.

Domain 2: Effective Instruction
Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

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

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	**Creating an environment conducive to learning**	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	**Demonstrate and Clearly Communicate Content Knowledge to Students**	School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. For Level 4, all of the evidence listed under Level 3 is present, as	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. -Librarian may deliver content that is factually incorrect

well as some of the following: - Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	that is factually correct - Content is clear, concise and well-organized - Librarian restates and rephrases instruction in multiple ways to increase understanding - Librarian emphasizes key points or main ideas in content - Librarian uses developmentally appropriate language and explanations - Librarian implements relevant instructional strategies learned via professional development	- Content occasionally lacks clarity and is not as well organized as it could be - Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding - Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Librarian does not always implement new and improved instructional strategies learned via professional development	- Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Librarian continues with planned instruction, even when it is obvious that students are not understanding content - Librarian does not emphasize main ideas, and students are often confused about content - Librarian fails to use developmentally appropriate language

Notes 2.2
1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

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

					disinterested in engaging	
			- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)			

Notes 2.3
1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple **intelligences (spatial, linguistic,**

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	**Check for Understanding**	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: - Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that	School librarian is effective at checking for understanding. - Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding - Librarian gains enough information during checks for understanding to	School librarian needs improvement at checking for understanding. - Librarian sometimes checks for understanding of content, but misses several key moments - Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly	School librarian is ineffective at checking for understanding. - Librarian rarely or never checks for understanding of content, or misses nearly all key moments - Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough

reveal understanding or lack thereof) - Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	modify the lesson and respond accordingly - Librarian uses a variety of methods to check for understanding - Librarian uses wait time effectively both after posing a question and before helping students think through a response - Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Librarian may not use a variety of methods to check for understanding when doing so would be helpful - Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning	information to modify the lesson - Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Librarian rarely or never assesses for mastery at the end of the lesson

Notes 2.4
1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
· Checks for Understanding: thumbs up/down, cold-calling
·Do Nows/Bell Ringers
Turn and Talk/Pair Share
· Guided or Independent Practice

· Exit Slips

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

2.6	Maximize Instructional Time	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: - All students are on-task and follow instructions of Librarian without much prompting	School librarian is effective at maximizing instructional time. - Routines, transitions, and procedures are well-executed. - Almost all students are on-task and follow instructions of librarian without much prompting - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	School librarian needs improvement at maximizing instructional time. - Routines, transitions, and procedures are in place. - Significant prompting from the librarian is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem	School librarian is ineffective at maximizing instructional time. - There are few or no evident routines or procedures in place. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson - Classroom management is generally poor and wastes instructional time
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.7	**Assisting students in the use of technology in the Media Center**	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.

Notes 2.7
1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.8	**Collaborating with teachers in the design of instructional units and lessons**	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.9	**Engaging students in enjoying literature and in learning multiple literacy skills**	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

Domain 3: 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**	School librarian seeks out leadership roles within the school,	School librarian contributes ideas and expertise aimed at	School librarian will rarely contribute ideas and expertise	School librarian never contributes ideas aimed at improving

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	school efforts. Little or no time outside of class is dedicated to helping students and peers.

Notes 3.1

1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2	**Collaborate with Peers**	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

Notes 3.2

1. The main purpose of collaboration with peers is to support the curriculum.

2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked.

3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3	**Establishing, evaluating, and maintaining library**	Library assistants, students, or parent/community	Library assistants, students, or parent/community	Library assistants, students, or parent/community	Library assistants, students, or parent/community

	procedures in regards to staffing, student or parent volunteers	volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	volunteers are clear as to their roles.	volunteers are partially successful.	volunteers are confused as to their role.

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.4	**Advocate for Student Success**	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.5	**Preparing and submitting reports and budgets**	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.

		reports are submitted on time.		sometimes submitted on time.	
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.6	**Communicating with the larger community**	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.

	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.7	**Participating in a professional community**	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.8	**Seek professional skills and knowledge**	School librarian actively pursues professional development	School librarian actively pursues opportunities to improve knowledge	School librarian's participation in professional development	School librarian does not participate in 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. | and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed. | activities is limited to those that are mandatory. | activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning. |

Notes 3.8
1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.

Domain 4: Core Professionalism
These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard	Meets Standard

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

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

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.

2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self-control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.

3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

Appendix G

Certified Speech Pathologists Evaluation

Domain 1: Purposeful Planning

Speech Language Pathologists 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 of Data to Plan (Planning for initial or reevaluation of students)	The SLP collects and utilizes school-wide assessment with a test battery and data collection system unique to the individual student -Consistently and effectively using an appropriate research based cross battery of assessments that are specific to the needs of the individual child -Is an integral part of the referral group or team and assists with collecting data with school-wide bench marking, curriculum, etc.	The SLP varies the test battery and data collection methods to address the needs of the referred student. -Consistently uses appropriate battery that will complete a comprehensive assessment, varying tests as needed. -Participants in the referral group or team and may participate in collecting data with school-wide bench marking, curriculum, etc.	The SLP inconsistently varies the test battery and collection data methods to address the needs of the referred student. -Inconsistently uses appropriate battery to complete a comprehensive assessment. -Does not participate consistently in the referral group or team, and does not participate in collecting data with school-wide bench marking, curriculum, etc.	The SLP uses the same test battery and the same data collection methods for all types of referred student. -The SLP demonstrates knowledge of an assessment battery, but uses that battery without regard to individual needs or referral question. -Does not utilize referral group or team or have an awareness of school based information and available data
1.2 Set Ambitious and Measurable Goals (Developing annual goals based on the assessments of student)	At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally: -Plans ambitious, but achievable annual goals that support classroom curriculum	SLP develops annual student goals that are: -Measurable, -Aligned to developmental/state standards, And	SLP develops annual student goals that are: -Measurable But may not align to: -Developmental/State standards, -Identified student needs based on assessment data	SLP rarely or never develops annual goals for students or goals are developed, but are extremely general and not helpful for planning purposes

	and enhance classroom performance.	-Identified student needs based on assessment data		
1.3 Develop Standards-based Unit Plans and Assessments (Develop short term objectives based on assessment battery)	At Level 4, an SLP teacher fulfills the criteria for Level 3 and additionally: -Plans ambitious, but achievable objectives that support classroom curriculum and enhance classroom performance.	SLP develops objectives that are: -Measurable -Aligned to developmental/state standards, And -Identified student needs based on assessment data	SLP develops annual student objectives that are: -Measurable But may not align to: -Developmental/State standards, -Identified student needs based on assessment data -Annual goal	SLP rarely or never develops objectives for students or goals are developed, but are extremely general and not helpful for planning purposes
1.4 Create Objective Drive Lesson Plans and Assessments	At Level 4, an SLP fulfills the criteria for Level 3 and additionally: -Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction. -Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction.	Based on student goals, SLP plans daily lessons by: -Identifying lesson objectives that are aligned to IEP annual goals. -Matching instructional strategies and activities/assignments to the lesson objectives. -Designing formative assessments that measure progress towards mastery and inform instruction.	Based on student goals and objectives, the SLP plans daily lessons by: -Identifying lesson objectives that are aligned to IEP annual goals. -Matching instructional strategies and activities/assignments to the lesson objectives. SLP may not: -Design assignments that are meaningful or relevant. -Plan formative assessments to measure progress towards mastery or inform instruction.	SLP rarely or never develops lesson plans or daily lessons lack meaningful objectives, instructional strategies or assignments.
1.5 Track Student Data and Analyze Progress (Daily	At Level 4, an SLP fulfills the criteria for	SLP uses an effective data tracking system for:	SLP uses an effective data tracking system for:	SLP rarely or never uses a data tracking system to

log/data collections/progress monitoring)	Level 3 and additionally: -Updates tracking system daily -Uses data analysis of student progress to drive lesson planning for the following session -Periodically checks for generalization of speech and language skills/goals	-Recording student assessment/progress data -Analyzing student progress towards mastery and planning future lessons/objectives accordingly -Maintaining a system of reporting progress that is aligned to student learning goals	-Recording student assessment/progress data SLP may not: -Use data to analyze student progress towards mastery or to plan future lessons/units -Have system of reporting progress that aligns to student learning goals	record student assessment/progress data.

Domain 2: Effective Instruction

Speech Language Pathologists 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 (student understandings what they are working on and why it is important)	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -Students can explain what they are learning and why it is important, beyond repeating the stated objective -SLP effectively engages prior knowledge of students in connecting	-Lesson objectives is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. -Objective is written in a student-friendly manner and/or explained to students in an easy to understand terms. -Importance of the objective is explained so that students understand	-Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable. -Objective is stated, but not in a student-friendly manner that leads to understanding. -SLP attempts explanation of importance of objective, but students fail to understand. -Lesson generally does not build on prior knowledge of students or students fail to make this connection.	-Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. -There may not be a clear connection between the objective and lesson, or SLP may fail to make this connection for students. -SLP may fail to discuss importance of objective or there may not be a clear

	to lesson. Students demonstrate through work or comments that they understand this connection	why they are learning what they are learning. -Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students. -Lesson is well-organized to move students towards mastery of the objective.	-Organization of the lesson may not always be connected to mastery of the objective.	understanding amongst students as to why the objective is important. -There may be no effort to connect objective to prior knowledge of students. -Lesson is disorganized and does not lead to mastery of objective.
2.2 Demonstrate and clearly communicate content knowledge to the student (SLP communicates knowledge of session content to students)	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -SLP fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding -SLP effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest. -Explanations spark student excitement and interest in the content -Students participate in each other's' learning of content	-SLP delivers content knowledge and delivers content that is factually correct. -Content is clear, concise and well-organized -SLP restates and rephrases instruction in multiple ways to increase understanding -SLP emphasizes key points or main ideas in content -SLP uses developmentally appropriate language and explanations -SLP implements relevant instructional strategies learned via professional development	-SLP delivers content that is factually correct. -Content occasionally lacks clarity and is not as well organized as it could be. -SLP may fail to restate or rephrase instruction in multiple ways to increase understanding. -SLP does not adequately emphasize main ideas, and students are sometimes confused about key takeaways -Explanations sometimes lack developmentally appropriate language -SLP does not always implement new and improved instructional strategies learned via professional development	-SLP may deliver content that is factually incorrect -Explanations may be unclear or incoherent and fail to build student understanding of key concepts -SLP continues with planned instruction, even when it is obvious that students are not understanding content -SLP does not emphasize main ideas, and students are often confused about content -SLP fails to use developmentally appropriate language

	through collaboration during the lesson -Students ask higher order questions and make connections independently, demonstrating that they understand the content at a higher level			

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.

2.3 Engage students in academic content (students engaged during speech/language sessions)	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -SLP provides ways to engage with content that significantly promotes student mastery of the objective -SLP provides differentiated ways of engaging with content specific to individual student needs -The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish	-Students actively engaged in content at all times and not off-task -SLP provides multiple, as appropriate, of engaging with content, all aligned to lesson objective -SLP sustains the attention of the class by maintaining a dynamic presence -Ways of engaging with content reflect different learning modalities or intelligences -SLP adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged. -ELL and IEP students have the appropriate	-Fewer than ¾ of the students are engaged in content and many are off-task -SLP may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content -SLP may miss opportunities to provide ways of differentiating content for student engagement -Some students may not have the prerequisite skills necessary to fully engage in content and SLP's attempt to modify instruction for these students is limited or not always effective -Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of the students are engaged in content and many are off-task -SLP may only provide one way of engaging with content OR SLP may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content -SLP does not differentiate instruction to target different learning modalities -Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust

	early have something else meaningful to do -SLP effectively integrates technology as a stool to engage students in academic content	accommodations to be engaged in content -Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement).		instruction for these students. -Students are not provided with the necessary accommodations (behavior, etc.) to engage in content

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 is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.) It may also be effective to engage students via two or more strategies targeting the same modality or district-wide PD sessions.

2.4 Check for understanding	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -SLP 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) -SLP uses open-ended questions to surface common misunderstanding and assess student	-SLP 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 -SLP gains enough information during checks for understanding to modify the lesson and respond accordingly -SLP uses a variety of methods to check for understanding -SLP uses wait time effectively both after posing a question and	-SLP sometimes checks for understanding of content, but misses several key moments -SLP mostly gets an accurate 'pulse' of the class's understanding, but may not gain enough information to modify the lesson accordingly -SLP may not use a variety of methods to check for understanding when doing so would be helpful -SLP 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 -SLP sometimes allows students to 'opt-out' of checks for understanding without cycling back to these students	-SLP rarely or never checks for understanding of content, or misses nearly all key moments -SLP rarely or never gets an accurate 'pulse' of the class's understanding from checks and therefore cannot gain enough information to modify the lesson -SLP frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping think through the answer

	mastery of material at a range of both lower and higher order thinking -SLP notes student self-corrections -SLP checks for use of skills in the classroom	before helping students think through a response -SLP doesn't allow students to 'opt-out' of checks for understanding and cycles back to those students -SLP 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)	-SLP 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	-SLP frequently allows students to 'opt-out' of checks for understanding and does not cycle back to these students -SLP rarely or never assesses for mastery at the end of the lesson

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

2.5 Modify instruction as needed	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -SLP anticipates student misunderstandings and preemptively addresses them -SLP is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement	-SLP makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students -SLP differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs -SLP responds to misunderstandings with effective scaffolding techniques -SLP doesn't give up, but continues to try to address misunderstanding with	-SLP 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 -SLP may primarily respond to misunderstandings by using SLP-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective -SLP may persist in using a particular technique for responding to a misunderstanding even when it is not succeeding	-SLP only gives answers instead of having student work through the problem -SLP does not use a variety of prompts/instructional tools

		different techniques if the first try is not successful		

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.

2.6 Develop Higher Level of Understanding through rigorous instruction and work (SLP models and talks through thinking process to increase student understanding)	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -Lesson is accessible and challenging to all students -Students are able to answer higher-level questions with meaningful responses -Students pose higher-level questions to the SLP and to each other -SLP highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great -SLP encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond	-Lesson is accessible and challenging to almost all students -SLP frequently develops higher-level understanding through effective questioning -Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding -Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning -SLP shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	-Lesson is not always accessible or challenging for students -Some questions used may be effective in developing higher-level understanding (too complex or confusing) -SLP may not always use questioning as an effective tool to increase understanding -While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate -SLP may encourage students to work hard, but may not persist in efforts to have students keep trying	-Lesson is not aligned with developmental level of students (may be too challenging or too easy). -SLP may not use questioning as an effective tool to increase understanding Students only show a surface understanding of concepts. -Lesson is almost always teacher directed. Students have few opportunities to meaningful practice or apply concepts -SLP gives up on students easily and does not encourage them to persist through difficult tasks

	expected lesson elements (e.g. extra credit or enrichment assignments).			

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 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 the 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.

| **2.7 Maximize Instructional Time** | For Level 4, all of the evidence listed under Level 3 is present as well as some of the following:
-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP
-Students are always engaged in meaningful work while waiting for the SLP (for example during attendance)
-Students share responsibility for operations and | -Students arrive on time and are aware of the consequences of arriving late (unexcused).
-Class starts on time
-Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP.
-Students are only ever not engaged in meaningful work for brief periods of time (for example during attendance)
-SLP delegates time between parts of lesson appropriately so as best to lead students towards mastery of objective | -Some students consistently arrive late (unexcused) for class without consequences
-Class may consistently start a few minutes late
-Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed
-There is more than a brief period of time when students are left without meaningful work to keep them engaged
-SLP may delegate lesson time inappropriately between parts of the lesson
-Significant prompting from the SLP is necessary for students to follow instructions and remain on-task
-Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the | -Students may frequently arrive late (unexcused) for class without consequences
-SLP may frequently start class late
-There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the SLP at all times
-There are significant periods of time in which students are not engaged in meaningful work
-Even with significant prompting, students frequently do not follow directions and work |

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	routines and work well together to accomplish these tasks -All students are on-task and follow instructions of SLP without much prompting -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 SLP without much prompting -Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson	most effective manner and SLP may have to stop the lesson frequently to address the problem	-Disruptive behaviors and off-task conversations are common and frequently cause the SLP to have to make adjustments to the lesson -Classroom management is generally poor and wastes instructional time

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.

2.8 Create Classroom culture of respect and collaboration (as applied to 'speech room')	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance -Students reinforce positive character and	-Students are respectful of their teacher and peers -Students are given opportunities to collaborate and support each other in the learning process -SLP reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior -SLP has a good rapport with students, and shows	-Students are generally respectful of their SLP and peers, but may occasionally act out or need to be reminded of classroom norms -Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together -SLP may praise positive behavior or enforce consequences for negative behavior, but not both -SLP may focus on the behavior of a few students while ignoring the	-Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior -Students are not given many opportunities to collaborate or during these times do not work well together even with SLP intervention -SLP rarely or never praises positive behavior

	behavior and discourage negative behavior amongst themselves	genuine interest in their thoughts and opinions	behavior (positive or negative) of others	-SLP rarely or never addresses negative behavior

Notes:
1. If there is one or more instances of disrespect by the teacher towards 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, 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.

2.9 Set high expectations for academic success (student progress)	For Level 4, all of the evidence listed under Level 3 is present as well as some of the following: -Students analyze their own progress toward goals -Students demonstrate high academic expectations for themselves -Student comments and actions demonstrate that they are excited about their work and understand why it is important	-SLP sets high expectations for students of all levels -Students are invested in their work and value academic success as evidenced by their effort and quality of their work -The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) -SLP celebrates and displays high quality academic work	-SLP may set high expectations for some but not others -Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging -Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) -SLP may praise the academic work of some but not others -High quality work of a few, but not all students, may be displayed in the classroom	-SLP rarely or never sets high expectations for students -Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments -Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers -SLP rarely or never praises academic work or good behavior -High quality work is rarely or never displayed in the classroom

Notes:
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

Speech Language Pathologists 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 (school and/or department)	At Level 4, an SLP fulfills the criteria or Level 3 and additionally may: -Seek out leadership roles -Go above and beyond in dedicating time for students and peers outside of class	SLP will: -Contribute occasional ideas and expertise to further the school's mission and initiatives -Dedicate time efficiently, when needed, to helping students and peers outside of class	SLP will: -Contribute occasional ideas and expertise to further the school's mission and initiatives -SLP may not: -Frequently dedicate time to help students and peers efficiently outside of class	SLP rarely or never contributes ideas aimed at improving school efforts. SLP dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers (Gen. Ed., Sp. Ed., Psych, Nurse, Counselors, Principals, EL teachers)	At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: -Go above and beyond in seeking out opportunities to collaborate -Coach peers through difficult situations -Take on leadership roles within collaborative groups such as Professional Learning Communities	SLP will: -Seek out and participate in regular opportunities to work with and learn from others -Ask for assistance, when needed, and provide assistance to others in need	SLP will: -Participate in occasional opportunities to work with and learn from others -Ask for assistance when needed SLP may not: -Seek to provide other teachers with assistance when need or -Regularly seek out opportunities to work with others	SLP rarely or never participates in opportunities to work with others. SLP works in isolation and is not a team player.
3.3 Seek Professional skills and knowledge (Professional Development)	At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: -Regularly share newly learned knowledge and practices with others -Seek out opportunities to lead professional development sessions	SLP will: -Actively pursue opportunities to improve knowledge and practice -Seek out ways to implement new practices into instruction, where applicable	SLP will: -Attend all mandatory professional development opportunities SLP may not: -Actively pursue optional professional development opportunities	SLP rarely or never attends professional development opportunities. SLP shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

		-Welcome constructive feedback to improve practices	-Seek out ways to implement new practices into instruction -Accept constructive feedback well	
3.4 Advocate for Student Success	At Level 4, an SLP fulfills the criteria for Level 3 and additionally may: -Display commitment to the education of all the students in the school.	SLP will: -Display commitment to the education of all his/her students -Attempt to remedy obstacles around student achievement -Advocate for students' individualized needs	SLP will: -Display commitment to the education of all his/her students SLP may not: -Advocate for students' needs	SLP rarely or never displays commitment to the education of his/her students. SLP accepts failure as par for the course and does not advocate for students' needs
3.5 Engage Families in Student Learning	At Level 4, and SLP fulfills the criteria for Level 3 and additionally may: -Strives to form relationship in which parents are given ample opportunity to participate in student learning -Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	SLP will: -Proactively reach out to parents in a variety of ways to engage them in student learning -Respond promptly to contact from parents -Engage in all forms of parent outreach required by the school	SLP will: -Respond to contact with parents -Engage in all forms of parent outreach required by the school SLP may not: -Proactively reach out to parents to engage them in student learning	SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Domain 4: Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession.

Indicator	Does Not Meet Standards	Meets Standards
1. Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
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 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).
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. IEP Rubric (State generated checklist)		
5. 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.

Appendix H

Sample Electronic Observation Tool

pivot

DATA WAREHOUSE   CURRICULUM MAPPING   INTERVENTIONS   DAILY ASSESSMENTS   **EVALUATIONS**

Collect Evidence   Code Evidence   Rate Competency   Review   Feedback

Staff Member	████████████████████
Observation Timer	10m 51s

HIDE COMMENTS   **HIDE EVIDENCE**

2 — Effective Instruction

	Unrated	Highly Effective	Effective	Improvement Necessary	Ineffective
2.1 Develop student understanding and mastery of lesson objectives			2		

Evidence:
08/30/2017 8:13:31am: Effective - Teacher has on the board the class objective, assignment and standard listed on the board.
08/30/2017 8:19:52am: Effective - Teacher then transitions to asking a student to read the objective which is listed on the board.

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students					
2.3 Engage students in academic content		2			

Evidence:
08/30/2017 8:13:07am: Highly Effective - As class begins teacher has a question loaded in google classroom. Students immediately begin to answer the question.

08/30/2017 8:21:08am: Highly Effective - Teacher reviews with students what they are working on today. They are working on their google slides on theme....

2.4 Check for Understanding			1		