



# Indiana Department of Education

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Indiana Superintendent of Public Instruction

## ***Evaluation Plan Submission Coversheet 2016-2017***

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

### **INSTRUCTIONS:**

#### **Completion**

In the chart below, please type the reference the page numbers in your staff performance evaluation document which **clearly display** compliance with the requirements. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

#### **Submission**

Once completed, please attach this coversheet to the performance evaluation plan document you will submit. The whole document, including this coversheet, needs to be combined into one continuous PDF for submission. Again, all information must be included in **ONE** PDF, as you will only be able to upload a single document.

|                            |                      |
|----------------------------|----------------------|
| School Corporation Name:   | Brown County Schools |
| School Corporation Number: | 0670                 |

*Please note: Our BCS Plan is numbered  
as one continuous document.*

| Annual Evaluations  |  |  |  |
|---|--|--|--|
| Requirement   | Statutory / Regulatory Authority   | Examples of Relevant Information   | Reference Page Number(s)                 |
| <input type="checkbox"/> Annual performance evaluations for each certificated employee  | IC 20-28-11.5-4(c)(1)  | Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents   | Overview pg.1<br>Plans/Metrics pg. 3-121 |
| Objective Measures of Student Achievement and Growth  |  |  |  |
| Requirement   | Statutory / Regulatory Authority   | Examples of Relevant Information   | Reference Page Number(s)                 |
| <input type="checkbox"/> Objective measures of student achievement and growth significantly inform <b>all</b> certificated employees evaluations                        | IC 20-28-11.5-4(c)(2)  | <ul style="list-style-type: none"> <li>Weighting (broken down by percentage) of student achievement and growth in final summative evaluation for all certificated employees</li> <li>Protocol for including objective measures of student achievement and growth</li> </ul>  | pg. 100-120<br>pg. 26-30<br>pg. 73-81    |
| <input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects | IC 20-28-11.5-4(c)(2)(A)<br>511 IAC 10-6-4(b)(1)                         | Student and/or School Wide Growth data<br><br><b>***Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8***</b>  | pg.27-30                                 |
| <input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects   | IC 20-28-11.5-4(c)(2)(B)<br>511 IAC 10-6-4(b)(2)<br>511 IAC 10-6-4(b)(3) | Examples include: <ul style="list-style-type: none"> <li>Student Learning Objectives (SLOs)</li> <li>Corporation- or classroom-level student learning measures for non-tested grades and subjects</li> <li>Other student learning measures for non-teaching staff</li> <li>School-wide learning measures (e.g., A-F accountability grade)</li> </ul> | pg. 27-30<br>pg. 73-78<br>pg. 102-120    |
| <input type="checkbox"/> Student assessment results from locally-developed assessments and other test measures in evaluations for certificated employees                | IC 20-28-11.5-4(c)(2)(C)<br>511 IAC 10-6-4(b)(2)<br>511 IAC 10-6-4(b)(3) | <ul style="list-style-type: none"> <li>Student Learning Objectives (SLOs)</li> <li>School-wide learning measures (e.g., A-F accountability grade)</li> </ul>   | pg. 27-30<br>pg. 73-78<br>pg. 102-120    |
| Rigorous Measures of Effectiveness  |  |  |  |
| Requirement   | Statutory / Regulatory Authority   | Examples of Relevant Information   | Reference Page Number(s)                 |
| <input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators  | IC 20-28-11.5-4(c)(3)  | <ul style="list-style-type: none"> <li>Observation rubrics - for <b>all</b> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator</li> <li>Other measures used for evaluations (e.g., surveys)</li> </ul>  | pg.121-312                               |

| Designation in Rating Category  |  |   |   |
|---|--|---|---|
| Requirement   | Statutory / Regulatory Authority               | Examples of Relevant Information  | Reference Page Number(s)                                |
| <input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective                                     | IC 20-28-11.5-4(c)(4)<br>511 IAC 10-6-2(c)     | <ul style="list-style-type: none"> <li>Definition of performance categories</li> <li>Summative scoring process that yields placement into each performance category</li> </ul>  | pg.12-13, 28-29<br>pg. 60-61, 79-81<br>pg. 109, 110-114 |
| <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth  | IC 20-28-11.5-4(c)(6)<br>511 IAC 10-6-4(c)     | <ul style="list-style-type: none"> <li>Definition of <b>negative impact</b> on student growth for grades and subjects not measured by statewide assessments</li> <li>Description of the process for modifying a final summative rating for negative growth</li> </ul>   | pg. 33-35   |
| <input type="checkbox"/> 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)(4)                          | <ul style="list-style-type: none"> <li>Summative scoring process that yields placement into each performance category</li> <li>Process for scoring student learning measures</li> <li>Weighting (broken down by percentage) of all evaluation components</li> </ul>   | pg.100-114<br>pg. 312                                   |
| Evaluation Feedback   |  |   |   |
| Requirement   | Statutory / Regulatory Authority               | Examples of Relevant Information  | Reference Page Number(s)                                |
| <input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected  | IC 20-28-11.5-4(c)(5)<br>511 IAC 10-6-5        | <ul style="list-style-type: none"> <li>Process and timeline for delivering feedback on evaluations</li> <li>Process for linking evaluation results with professional development</li> </ul>   | pg. 36-41   |
| Evaluation Plan Discussion  |  |   |   |
| Requirement   | Statutory / Regulatory Authority               | Examples of Relevant Information  | Reference Page Number(s)                                |
| <input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.   | IC 20-28-11.5-4(e)(1)<br>IC 20-28-11.5-4(e)(2) | <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> | pg. 6<br>pg.8, 10-12                                    |

| Evaluators  |  |  |                          |
|---|--|--|--------------------------|
| Requirement   | Statutory / Regulatory Authority                           | Examples of Relevant Information   | Reference Page Number(s) |
| <input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees   | IC 20-28-11.5-5(b)   | <ul style="list-style-type: none"> <li>• Description of ongoing evaluator training</li> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul> | pg.41<br>pg. 82-86       |
| <input type="checkbox"/> Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities | IC 20-28-11.5-1(2)<br>IC 20-28-11.5-1(3)<br>511 IAC 10-6-3 | <ul style="list-style-type: none"> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>  | pg.41<br>pg. 82-86       |
| <input type="checkbox"/> All evaluators receive training and support in evaluation skills   | IC 20-28-11.5-5(b)<br>511 IAC 10-6-3                       | Description ongoing evaluator training   | pg. 82-86                |
| Feedback and Remediation Plans  |  |  |                          |
| Requirement   | Statutory / Regulatory Authority                           | Examples of Relevant Information   | Reference Page Number(s) |
| <input type="checkbox"/> 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  | pg. 31-33                |
| <input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary   | IC 20-28-11.5-6(b)   | <ul style="list-style-type: none"> <li>• Remediation plan creation and timeframe</li> <li>• Process for linking evaluation results with professional development</li> </ul>                        | Pg. 36-41                |
| <input type="checkbox"/> 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  | pg.36                    |
| <input type="checkbox"/> 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  | pg.29 (bottom)           |
| Instruction Delivered by Teachers Rated Ineffective   |  |  |                          |
| Requirement   | Statutory / Regulatory Authority                           | Examples of Relevant Information   | Reference Page Number(s) |
| <input type="checkbox"/> 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  | pg. 33                   |
| <input type="checkbox"/> 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   | pg.33                    |




# **Brown County Schools**

## **Educator Evaluation and Development System**

**September 15, 2015**



## Brown County Schools Certified Personnel Evaluation Plan Overview

|          | Begins 2015-2016 School Year  |   |                              |  |
|---|---|---|------------------------------|--|
|   | Component 1:<br>Professional Practice                                 | Component 2:<br>Student Learning  | Primary Evaluator            | Summative Evaluation Metrics           |
| Group 1 and 2 Teachers  | At least 2 long and 2 short classroom observations with their rubric. | <ul style="list-style-type: none"><li>1 SLO</li><li>A-F Rating</li><li>IGM Rating</li></ul> | School Principal             | Component 1 = 75%<br>Component 2 = 25% |
| Group 3 Teachers (Classroom)  | At least 2 long and 2 short classroom observations with their rubric. | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              | School Principal             | Component 1 = 75%<br>Component 2 = 25% |
| Group 3 Teachers (Title I, Special Education)   |   | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              |                              |  |
| Other Certificated Personnel Group (Speech Language Pathologists)                         | At least 2 direct observations with their rubric.                     | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              | School Principal or Director | Component 1 = 75%<br>Component 2 = 25% |
| Other Certificated Personnel Group (School Counselors, School Psychologist, School Nurse) |   | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              |                              |  |
| Principals  | At least 2 direct observations with their rubric.                     | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              | Superintendent               | Component 1 = 75%<br>Component 2 = 25% |
| Assistant Principals  | At least 2 direct observations with their rubric.                     | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              | Principal                    | Component 1 = 75%<br>Component 2 = 25% |
| Athletic Director   |   |   |                              |  |
| Certified Directors   | At least 2 direct observations with their rubric.                     | <ul style="list-style-type: none"><li>1 SLO</li><li>School A-F Grade</li></ul>              | Superintendent               | Component 1 = 75%<br>Component 2 = 25% |
| Assistant Superintendent  |   | <ul style="list-style-type: none"><li>2 SLOs</li><li>School A-F Grade</li></ul>             |                              | School Board                           |
| Superintendent  |   |   |                              |  |

### Educator Effectiveness Rating Scale

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

## Brown County Schools Certified Personnel Evaluation Plan Overview

Within each staff grouping special conditions exist. This general overview provides a snapshot of the plan components for all certificated staff including teachers, Administrators, and additional certificated staff. Details for determining an A-F rating (SWL) for staff serving multiple buildings, are explained. The last bullet defines an “Administrative SLO”.

### Determining the Schoolwide Learning Measure Rating for Multiple-School Staff

- The A-F Rating for staff **serving two schools equal time** (approximately) will be determined by averaging the grades from each school, (C+A=B). If two schools are only one grade apart, the highest grade will be used to determine the rating (A+B=A).
- The A-F Rating for staff **serving three schools approximately equal time** will be determined by ranking the three grades lowest to highest and using the middle grade to determine the rating (A, B, C = B)
- If a staff member **serves multiple schools** but primarily serves one, the building primarily served will determine the rating.
- The A-F Rating for staff **serving all schools** will be determined by the district grade.
- **Administrative SLOs** are measurable goals set collaboratively with the assigned primary evaluator based on student growth or achievement data and focused on either the whole school population or a designated subgroup.

# **Brown County Schools**

## **Evaluation and Development System**

### **Evaluator and Educator Handbook**

**September 15, 2015**



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## Brown County Schools Teacher Evaluation and Development Planning Team

|                            |   |
|----------------------------|---|
| <b>David Shaffer</b>       | Superintendent of Schools   |
| <b>Dr. Dennis Goldberg</b> | Assistant Superintendent of Schools                                       |
| <b>Deborah Harman</b>      | Director of Student Learning  |
| <b>Kelli Bruner</b>        | Principal, Helmsburg Elementary   |
| <b>Brian Garman</b>        | Principal, Brown County Junior High School                                |
| <b>Shane Killinger</b>     | Principal, Brown County High School                                       |
| <b>Trisha Ulrich</b>       | ISTA President/ Grade 5 Social Studies Teacher, Brown County Intermediate |
| <b>Brenda Ely</b>          | Grades K-4 Science Teacher, Helmsburg Elementary                          |
| <b>Vickie Burns</b>        | Preschool Teacher, Sprunica Elementary                                    |
| <b>Bruce Koopman</b>       | Grade 8 Math Teacher, Brown County Junior High                            |
| <b>Madeline Lucas</b>      | Kindergarten Teacher, VanBuren Elementary                                 |
| <b>Debbie Neptune</b>      | Grade 2 Teacher, VanBuren Elementary                                      |
| <b>Mark Bruner</b>         | Physical Education Teacher, Brown County High School                      |

## **District Vision**

*Brown County Schools will prepare students to achieve success through quality instruction.*

## **District Mission**

*Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals.*





## Indiana Teacher Evaluation: Senate Enrolled Act 1

The 2011 Education Agenda put students first by focusing on the individuals who most strongly influence student learning every day — teachers. Brown County Schools is a district comprised of hard-working teachers who are devoted to the success of every student. During the 2011-2012 school year the Brown County Board of School Trustees approved a strategic plan which affirmed their commitment to the recruitment and retention of quality educators through mentoring and professional development strategies. The following goals are taken from the Brown County Schools Strategic Plan for 2012-2014.

### GOAL STATEMENTS:

- G1 Brown County Schools will implement a process for determining, developing, and maintaining teacher effectiveness compliant with Indiana's Teacher Effectiveness legislation.
- G2 Brown County Schools will implement an effective and accountable district-wide mentoring program for all new teachers.
- G3 Brown County Schools will use school and district goals to design a district-wide professional development plan that aligns all professional learning to the District Strategic Plan.

Brown County Schools has developed a model for Educator Evaluation and Development to meet Goal 1. Since May 2012, the district has been working on a process that supports fair, credible, and accurate annual evaluations to differentiate teacher and principal performance and to support their professional growth. In addition, processes for evaluating professional practice and impact on student learning for all certificated personnel and district level administrators have been a focus.

Core beliefs about teacher evaluation in Brown County Schools are as follows:

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

# Indiana's State Model on Teacher Evaluation

## Background/Context

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

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

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

# **Brown County Schools Policy on Staff Evaluation**

## **3220 - STAFF EVALUATION**

The Board shall adopt a plan for annual performance evaluations for each certificated employee as defined in I.C. 20-29-2-4 employed by the Board. This plan shall be implemented beginning with the 2012-2013 school year and may be amended as needed thereafter.

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

- A. performance evaluations for all certificated employees, conducted at least annually;
- B. objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
  - 1. student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
  - 2. methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
  - 3. student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments;
- C. rigorous measures of effectiveness, including observations and other performance indicators;
- D. an annual designation of each certificated employee in one (1) of the following rating categories:
  - 1. highly effective
  - 2. effective
  - 3. improvement necessary
  - 4. ineffective

- E. an explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected;
- F. a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective;
- G. discussion of the evaluation between the evaluated employee and the evaluator.

I.C. 20-28-11.5-4

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## Timeline for Review, Revision and Submission

The timeline below reflects the roll-out of the *Brown County Schools* model for teacher evaluation. Senate Enrolled Act 1 requires statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 2.0 were used to create this document. The Brown County Schools Evaluation model was refined following the state's release of RISE 2.0.

Brown County Schools has chosen to structure the Brown County Schools Educator Evaluation and Development System with the components of RISE 2.0 in mind. Only corporations that adopt RISE uncut or make only minor changes may use the RISE label, and are thus considered by the Indiana Department of Education to be using a version of RISE. The allowable modifications under the RISE system were exceeded to produce this version of the BCS model. As a result, the RISE label is not used.

### Figure 1: BCS Educator Evaluation and Development Model Continuous Improvement Timeline

Note: Brown County Schools is Systems Accredited through **AdvancED** and is committed to ongoing review and revision of the BCS Educator Evaluation and Development model.



## Performance Level Ratings

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

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher's students, in aggregate, have generally exceeded expectations for academic growth and/or achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and/or achievement based on guidelines suggested by the Indiana Department of Education.

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

## Overview of Components

Every teacher is unique, and the classroom is a complex place. The BCS Model relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. All teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific Student Learning Objectives using state-, corporation-, or school-wide assessments.

## A System for Educators

The Brown County model was primarily developed with classroom teachers in mind and is most appropriate to use to evaluate school personnel who directly teach students. Though certain components are applied to individuals in support positions, other certificated personnel have developed effectiveness rubrics better suited to their role within the school system. Corporations that implement a different system for non-classroom teachers are still considered by the Indiana Department of Education to be compliant as long as their classroom teacher-model meets the legal requirements.

## Component 1: Professional Practice

### Teacher Effectiveness Rubric: Background and Context

The BCS Teacher Effectiveness Rubric mirrors the model Indiana Teacher Effectiveness Rubric developed for the state of Indiana and serves the same three fundamental purposes:

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

Rationale for using the state model as a foundation for the BCS Teacher Effectiveness Rubric was that the state development team examined teaching frameworks from numerous sources, including:

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

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

## BCS Teacher Effectiveness Rubric: Overview

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

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

### **Domain 1: Planning**

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

### **Domain 2: Instruction**

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

### **Domain 3: Leadership**

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

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

The Core Professionalism domain has four criteria:

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



## The BCS Teacher Effectiveness Rubric

As an extension of this guidebook, you will find a copy of the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.

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

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

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

*What is the role of the primary evaluator?*

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

*What is a secondary evaluator?*

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

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

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

*What is a "long" observation?*

A long observation lasts a minimum of 30 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

*Are there mandatory conferences that accompany a long observation?*

- a. Pre-Conferences: Pre-Conferences are not mandatory, but are scheduled by request of teacher or evaluator. Any mandatory pieces of information the evaluator would like to see during the observation (lesson plans, grade book, etc.), must be requested of the teacher **prior to** the long observation.

- b. Post-Conferences: Post-Conferences are mandatory and **must occur within 5 school days of the long observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.**

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

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

*Who is qualified to perform long observations?*

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

*What is a “short” observation?*

A short observation lasts a minimum of 10 minutes and is primarily unannounced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. **A teacher must receive written feedback following a short observation within 3 school days.**

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

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

*Who is qualified to perform short observations?*

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

*Is there any additional support for struggling teachers?*

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

*Will my formal and informal observations be scored?*

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

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

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. Examples of material for these domains may include but are not limited to: (See BCS Domain 1 and 3 Evidence Collection, Form A)

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

*What is a professional development plan?*

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Senate Enrolled Act 1.

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

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

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

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

## BCS Teacher Effectiveness Rubric: Scoring

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

**Figure 3: Evidence vs. Judgment**

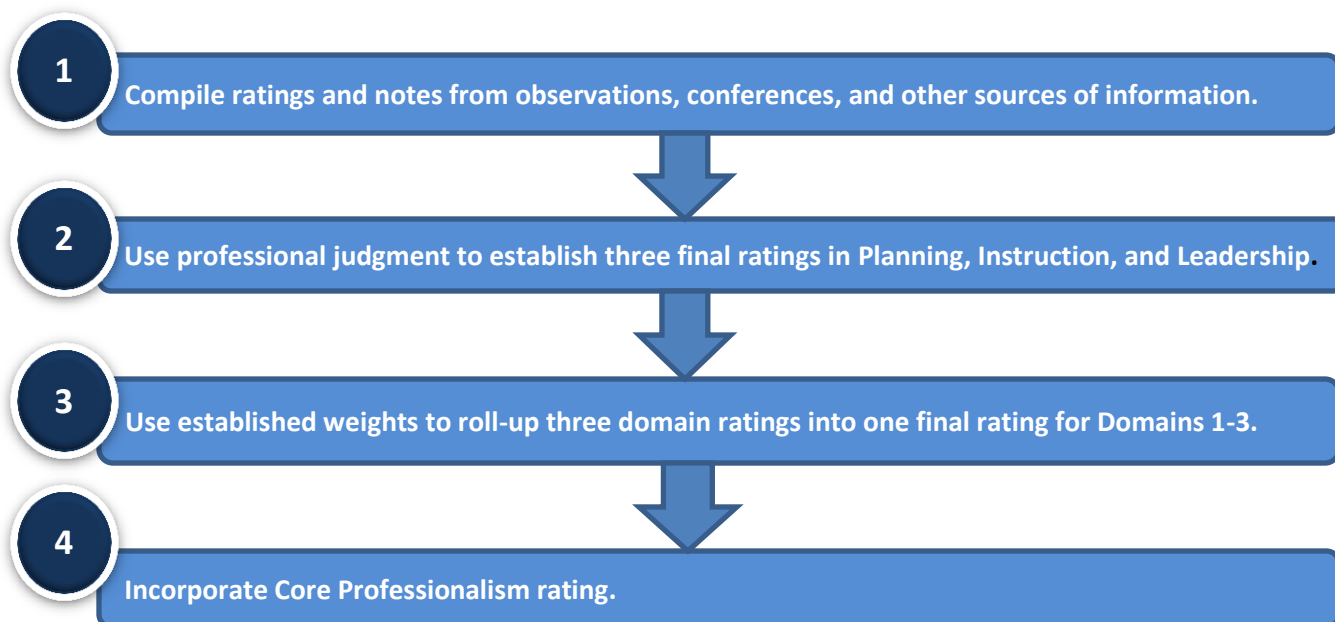
| Evidence   | Judgement   |
|--|---|
| (9:32 am) Teacher asks: Does everyone understand?<br>(3 Students nod yes, no response from others)<br>Teacher says: Great, let's move on<br><br>(9:41 am) Teacher asks: How do we determine an element?<br>(No student responds after 2 seconds)<br>Teacher says: By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

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

**Figure 4: Mapping Evidence to Indicators**

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

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



Each step is described in detail below.

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

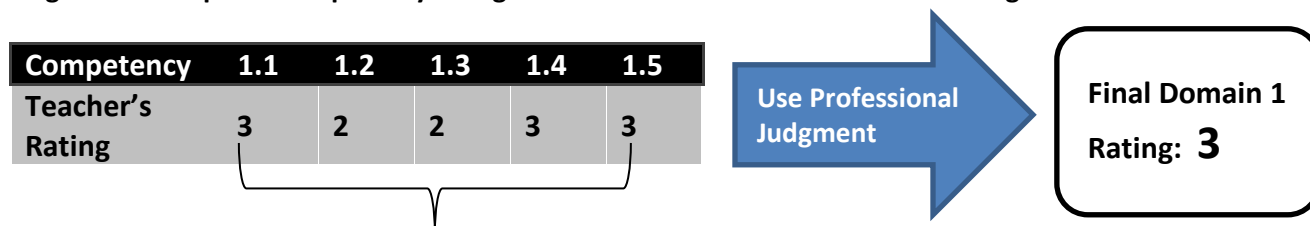
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information from every person that observed the teacher during that year. In addition to notes from observations and conferences, evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc. To aid in the collection of this information, Brown County Schools will maintain records containing evaluation information such as observation notes and conference forms electronically. Because of the volume of information that may exist for each teacher, some evaluators may choose to assess information mid-way through the year and then again at the end of the year. A mid-year conference allows evaluators to assess the information they have collected so far and gives teachers an idea of where they stand.

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

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

teachers in different contexts and how teachers have evolved over the course of the year. The final, three domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

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



Competency ratings based on notes from observations, conferences and other sources of evidence.

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

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

*Scoring Requirement:* Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (Ineffective) or a 2 (Improvement Necessary) in Instruction, he or she cannot receive a rating of 4 (Highly Effective) in Planning.

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

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 15% and 10% respectively.

|                       | Rating (1-4) | Weight | Weighted Rating |
|-----------------------|--------------|--------|-----------------|
| Domain 1: Planning    | 3            | 15%    | .45             |
| Domain 2: Instruction | 2            | 75%    | 1.50            |
| Domain 3: Leadership  | 3            | 10%    | .30             |
| Final Score           |              |        | 2.25            |

The calculation is as follows:

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



## Incorporate Core Professionalism

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain: Core Professionalism. As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has met the standards for any of the four indicators. If a teacher has sufficiently met the standards for each of the first three indicators, his or her score does not change from the result of step 3 above. However, if the teacher does not sufficiently meet the standards for each of the first three indicators, his or her score is reduced by .30 per indicator.

Indicator 4 provides all teachers the opportunity to earn up to .25 points for attendance (see Indicator 4 chart below).

| Indicator                           | Does Not Meet Standard   | Meets Standard  | Points  |
|-------------------------------------|--|---|---|
| 1<br><b>On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)      | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 2<br><b>Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)            | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 3<br><b>Respect</b>                 | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner  | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner   | Does Not Meet Standard = -.30<br>Meets Standard = 0 |

| Indicator 4: Attendance*                           |                  |
|--|------------------|
| *Does not include bereavement or professional days |                  |
| 0-4 days absent                                    | Earns .25 points |
| 4.5-7 days absent                                  | Earns .15 points |
| Over 7 days absent                                 | Earns 0 points   |

### Sample Outcome 1

Teacher meets all Core Professionalism standards. Final Teacher Effectiveness Rubric Score = **2.25**

### Sample Outcome 2

Teacher does not meet one Core Professionalism standard. Final Teacher Effectiveness Rubric Score (2.25-.30) = **1.95**

### Sample Outcome 3

Teacher does not meet two Core Professionalism standards but has missed between 0-4 days of school for the year. Final Teacher Effectiveness Rubric Score (2.25-.60) = (1.65 + .25) = **1.90**

The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher's student learning measures in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

## The Role of Professional Judgment

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

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

## Teachers on Leave

Teachers must be present 120 days out of the current 185 day school year to receive a complete summative evaluation. These need not be consecutive days and may be divided across schools depending on assignment. If a teacher is not present 120/185 days and therefore does not receive a summative evaluation rating, he/she is not eligible for any increase compensation awarded to Effective or Highly Effective teachers. This also applies to those individuals in positions categorized as "other certificated personnel" including School Counselors, Speech Language Pathologists, School Psychologists, School Nurses, and Therapists.



## Guidance for Evidence Collection and Scoring of Domains 1 and 3

Collecting evidence for Domains 1 (Planning) and 3 (Leadership) of the Teacher Effectiveness Rubric center around three key mechanisms:

1. Concrete, well-communicated expectations for demonstrated performance
2. Teacher-driven evidence collection
3. Streamlined, ongoing processes for collection

### Well-Communicated Expectations

- Central office leadership, evaluators, and teachers share concrete expectations for these domains.
- Conversations and decisions at the about what constitutes Planning and Leadership in each context are important. Clear expectations will make the scoring of these domains a more objective process.
- Guidance spelling out concrete expectations about what expectations for each Domain look like, and defining a clear timeline and process for evidence collection is shared each school year.
- Guidance is particularly important for Domain 3: Leadership.

### Teacher-Driven

- Evidence can be requested by the evaluator, but should be gathered by the teacher on his/her own initiative.
- The evidence collected should be reasonable and meaningful and defined locally.
- The evidence collection process should not be a burden that takes away from quality instruction.
- Remember, some data collection may be done at the school level as a result of teacher collaboration.

Examples of evidence may include (**but are not limited to**)

| Domain 1: Planning           | Domain 3: Leadership                               |
|------------------------------|--|
| Lesson/unit plans            | Team Leader/Instructional Coach planning documents |
| Planned materials/activities | Call-logs/PT conference notes                      |
| Assessments                  | PD materials/notes                                 |
| Systems for record keeping   | School activity/event records                      |

### Streamlined, Ongoing Processes

- Review the evidence for Domains 1 and 3 on an ongoing basis..
- It is important to track and discuss evidence from Domains 1 and 3 throughout the school year in order to provide teachers with preliminary feedback and suggestions.
- No rating in any competency should come as a surprise to a teacher at the end of the year.
- Pre- and post-conferences with teachers are a good time to collect this evidence. Some evidence, especially for Domain 1, can be collected through observations.

## Component 2: Student Learning

### Student Learning: Overview

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

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

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

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

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

### Available Measures of Student Learning

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

- Are **accurate** in assessing student learning and teacher impact on student learning
- Provide **valuable and timely data** to drive instruction in classrooms
- Are **fair** to teachers in different grades and subjects
- Are as **consistent** as possible across grades and subjects
- Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students

**The Indiana Growth Model** is the most common method of measuring growth. This model will be used to measure the student learning for all Math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, the BCS model also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

**Student Learning Objectives** involve setting rigorous learning goals for students around common assessments. All teachers will have a Student Learning Objective (SLO). For teachers who have an Indiana Growth Model (IGM) rating, the SLO will serve as an additional measure of student achievement. For teachers who do not have a Growth Model rating, Student Learning Objectives will significantly inform the Student Learning Component portion of their evaluation. All SLOs are documented within the software application used for Educator Evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

## Indiana Growth Model (IGM)

The Indiana Growth Model indicates a student's academic progress over the course of a year. It takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s), for example, in math. Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is reported in percentiles, and therefore represents how a student's current year ISTEP+ scores compare to students who had scored similarly in previous ISTEP+ tests.

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. This process of translating growth scores into summative ratings was released by IDOE during the 2012-2013 academic year and continues to be part of the BCS model for IGM teachers.

## School-wide Learning

Because it is important for teachers to have a common mission of improving student achievement, *all* BCS Educators have a component of their evaluation score tied to school-wide student learning by aligning with Indiana's accountability model. The A – F accountability model is based on several metrics of school performance, including the percent of students passing the math and ELA ISTEP+, IMAST, and ISTAR for elementary and middle schools, and Algebra I and English 10 ECA scores as well as graduation rates and college and career readiness for high schools. Additionally, school accountability grades may be raised or lowered based on participation rates and student growth (for elementary and middle schools) and improvement in scores (for high schools).

**All teachers in the same school will receive the same rating for this measure.** Teachers in schools earning an A will earn a 4 on this measure; teachers in a B school will earn a 3; teachers in a C school receive a 2; and teachers who work in either a D or F school earn a 1 on this measure.

## Student Learning Objectives (SLOs)

Effective teachers have learning goals for their students and use assessments to measure their progress toward these goals. They review state and national standards, account for students' starting points, give assessments aligned to those standards, and measure how their students grow during the school year. For those who teach 4<sup>th</sup> through 8<sup>th</sup> grade Math or ELA, information on the extent to which students grow academically is provided annually in the form of growth model data. Teachers of other grades and subjects do not have such information available. The BCS model helps account for these information gaps by requiring Student Learning Objectives.

A **Student Learning Objective** is a long-term academic goal that teachers and evaluators set for groups of students. It must be:

- Specific and measurable using the most rigorous assessment available
- Based on available prior student learning data
- Aligned to state standards
- Based on student progress and achievement

For subjects without growth model data, student learning objectives provide teachers standards-aligned goals to measure student progress that allow for planning backward to ensure that every minute of instruction is pushing teachers and schools toward a common vision of achievement. By implementing Student Learning Objectives, the Brown County Educator Evaluation and Development System seeks to make these best practices a part of every teacher's planning.

The screenshot displays the 'Your SLO Class Information' form. It includes fields for 'Class Name', 'Grade' (set to 'K'), and 'School Year' (set to '2015-2016'). Below this is the 'Class Objective' section, which features a table with columns for 'Step', 'Assessment', and 'Mastery Score'. The table is divided into four steps: Step 1 (Assessment), Step 2 (Level of Student Preparedness), Step 3 (Class Learning Objective), and Step 4 (Performance Summary). The 'Class Learning Objective' section is further divided into five rows corresponding to different achievement levels: 'Highly Effective (4) Exceptional number of students achieve content mastery', 'Effective (3) Significant number of students achieve content mastery', 'Improvement Necessary (2) Less than significant number of students achieve content mastery', 'Ineffective (1) Few students achieve content mastery', and 'Performance Summary'. A red 'Remove' button is located next to the 'Class Objective' header. A text box on the right side of the form states: 'This is a screen shot of the electronic SLO template.'

| Step   | Assessment  | Mastery Score  |
|--------|---|--|
| Step 1 | Select an Assessment  |  |
| Step 2 | Level of Student Preparedness   | High -<br>Medium -<br>Low -  |
| Step 3 | Class Learning Objective  |  |
|        | Highly Effective (4)<br>Exceptional number of students<br>achieve content mastery                   |  |
|        | Effective (3)<br>Significant number of students<br>achieve content mastery                          |  |
|        | Improvement Necessary (2)<br>Less than significant number of<br>students achieve content<br>mastery |  |
|        | Ineffective (1)<br>Few students achieve content<br>mastery  |  |
| Step 4 | Performance Summary   | This section will be filled in by the Teacher after the SLO has been Approved. |

# Summative Teacher Evaluation Scoring

## Review of Components

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

### 1) Professional Practice – Assessment of Instructional knowledge and skills

**Measure:** Brown County Schools Teacher Effectiveness Rubric (TER)

### 2) Student Learning - Contribution to student academic progress

**Measure:** Individual Growth Model (IGM)\*

**Measure:** School-wide Learning Measure (SWL)

**Measure:** Student Learning Objectives (SLO)

\* This measure only applies to teachers of grades 4 through 8 who teach ELA or math.

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

## Weighting of Measures

The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. This particular weighting method does this in a few ways:

- Wherever possible, it aims to take a teacher's mix of grades and subjects into account
- It gives the most weight to the measures that are standardized across teachers
- It includes the same measures (whenever possible) for each teacher

By this stage the evaluator has calculated (or received) individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups (further definitions of these groups can be found in the Glossary).

#### Teacher Group 1

At least half of classes taught have growth model data.

Most 4<sup>th</sup>-8<sup>th</sup>  
Grade Teachers

#### Teacher Group 2

Fewer than half of classes taught (but at least one) have growth model data.

Some  
Elementary/Middle  
Teachers

#### Teacher Group 3

No individual growth model data.

Most High School, PK-3<sup>rd</sup> and Content Area Teachers (SS/Sci)

Each group of teachers has a separate weighting scheme. Each is summarized in the charts below.

**TER – Teacher Effectiveness Rubric**  
**SWL – School-wide Learning Measure**

**IGM – Individual Growth Model Data**  
**SLO – Student Learning Objectives**

The growth model and rubric data are given more weight because educators have more experience with these measures. Student Learning Objectives are a new and difficult process for many. This percentage may increase over time, once teachers and principals are given sufficient practice and training on writing rigorous Student Learning Objectives.

| Multiple Measures of Teacher Performance | Group 1<br>Teachers who have individual growth model data for at least half of classes taught. | Group 2<br>Teachers who have individual growth model data for fewer than half of classes taught (but at least one class with growth model data). | Group 3<br>Teachers who do not teach any classes with growth model data. |
|--|--|--|--|
| Teacher Effectiveness Rubric (TER)       | 75%  | 75%  | 75%  |
| School Wide Learning (SWL)               | 8%   | 8%   | 12%  |
| Student Learning Objectives (SLOs)       | 7%   | 7%   | 13%  |
| Indiana Growth Model (IGM)               | 10%  | 10%  | -----  |
| Group Totals                             | 100%   | 100%   | 100%   |

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

| Component                    | Raw Score | Weight | Weighted Score |
|------------------------------|-----------|--------|----------------|
| Teacher Effectiveness Rubric | 2.6       | x 75%  | 1.95           |
| Individual Growth Model Data | 3.0       | x 10%  | .30            |
| Student Learning Objectives  | 4.0       | x 7%   | .28            |
| School-Wide Learning Measure | 2.0       | x 8%   | .16            |
| Sum of the Weighted Scores   |           |        | 2.69           |

To get the final weighted score, calculate the sum of the weighted scores from each component. This final weighted score is then translated into a rating on the following scale. A score of 2.69 is equivalent to an “Effective” rating. Borderline points always round-up.

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

Primary evaluators meet with teachers in a summative conference to discuss the final rating. A teacher who receives a rating of **ineffective** may file a request for a private conference with the superintendent of the superintendent’s designee **no later than five (5) days** after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to this opportunity to meet with the superintendent of superintendent’s designee.

## BCS Guidance on Evaluation of Speech Language Pathologists

The following BCS Guidance is based on that provided by the Indiana Speech Language Hearing Association (ISHA) Task Force on SLP Educator Evaluation regarding the performance evaluation of nationally certified licensed, Speech Language Pathologists. The Indiana Speech Language Hearing Association does not endorse any particular tool as a means of evaluating the performance of nationally certified licensed Speech Language Pathologists under IC 20-29-2-4.

### Indiana Education Law

Indiana **515 IAC 8-1-16** included **Communication Disorders** as an **instructional content area under** Rules 2002. Communication Disorders remains an instructional content area under the current educator licensing law (REPA II). As the holder of the license with **Communication Disorders** listed as the instructional content area, **speech language pathologists** are eligible to serve students with communication disorders in any school setting.

### Definition of “Teacher”

#### **IC 20-18-2-22**

##### ***“Teacher”***

*Sec. 22. (a) “Teacher” means a professional person whose position in a school corporation requires certain educational preparation and licensing and whose primary responsibility is the instruction of students.*

*(b) For purposes of IC 20-28, the term includes the following:*

- (1) A superintendent.*
- (2) A principal.*
- (3) A teacher.*
- (4) A librarian.*

To comply with new law governing educator evaluation, a district may choose to have speech language pathologists on an alternative evaluation system from “teachers” as defined under IC 20-18-2-22. Districts must develop a plan for annual performance evaluation for each certificated employee (IC 20-29-2-4) for annual performance evaluation purposes:

#### **IC 20-29-2-4**

##### ***“Certificated employee”***

*Sec. 4. “Certificated employee” means a person:*

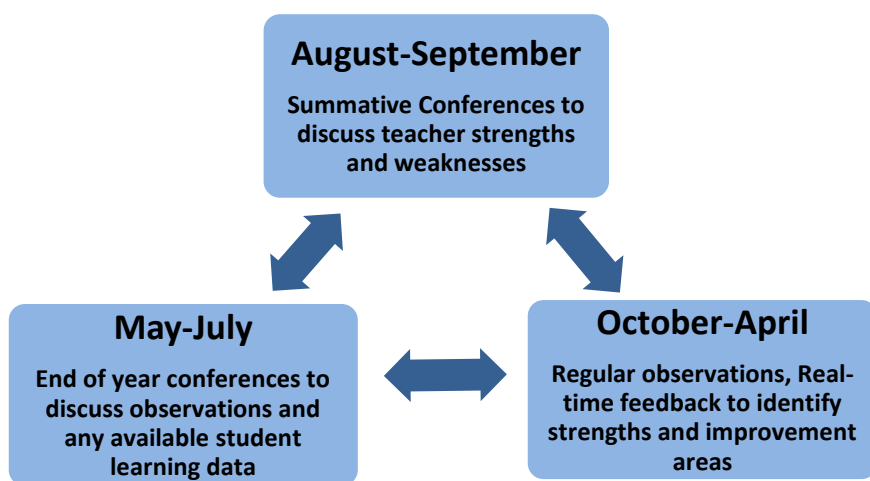
- (1) whose contract with the school corporation requires that the person hold a license or permit from the division of professional standards of the department under IC 20-28; or*
- (2) who is employed as a teacher by a charter school established under IC 20-24.*

The definition of “certificated employee” includes *Speech Language Pathologists*. Brown County Schools will include Speech Language Pathologists to the greatest extent possible in the evaluation and development system designed for teachers. Customization will be applied as needed to evaluate the performance of the SLP in accordance with their assignment at the building and district level.

## Brown County Schools Summative Evaluation Cycle

### The Summative Evaluation Cycle

Brown County Schools relies in part on both Indiana Growth Model (IGM) data and End-of-Course Assessment (ECA) results to inform summative rating determinations for all Brown County teachers and administrators. Given that state assessment data is typically not available until the beginning of the school year *following* the assessment, the Indiana Department of Education recommends a *Fall-to-Fall* evaluation cycle. They suggest that evaluators and teachers should conference at the beginning of the school year about the most up to date summative rating available. This timing is based on several factors, including the testing window, scoring time, growth calculations, and the receipt of data from test vendors. Additional data like Advanced Placement (AP) and A to F school accountability rankings are typically not available until mid to late summer. Given this context, the following cycle and timeline have been established:



### Beginning of Academic Year (August-September)

BCS Evaluators hold summative conferences with all returning employees. These conferences should be used as a chance to do the following:

- Provide summative ratings including all necessary data returned during the summer.
- Discuss teacher strengths and weaknesses and plan professional goals for the year accordingly.
- Outline remediation plans for any returning teachers who have received a rating of Improvement Necessary or Ineffective. A remediation period (not totaling more than 90 days) should be outlined and clear improvement goals provided.



## Throughout Academic Year (October-April)

- Evaluators and teachers conference to discuss findings and evidence from ongoing formal and informal observations, collaborating to make sure both novice and veteran teachers are on pace to meet annual professional development goals.
- In instances where teachers are not on pace to meet professional development goals, evaluators will counsel teachers toward specific steps they can take to improve classroom practice, raise student achievement, and meet annual goals.

## End of Academic Year (May/June)

- Hold end-of-year conferences with employees who have shown a record of effectiveness who will have a continuing contract. Discuss the evaluation evidence collected via observations throughout the year as well as any initial student learning data. Evaluators will not have all the evidence necessary to form a summative rating, but based on observations, there will be ample material with which to have a productive discussion. This conference allows teachers to end the school year with a strong sense of their current performance as well as general ideas for improvement in the coming year.
- Hold end-of-year conferences with those employees who are eligible for cancellations or nonrenewal of contracts due to reductions in force, probationary status, or incompetence.\* Although summative ratings will likely not be available, evaluators should use the most complete and accurate information in hand that paints a picture of teacher effectiveness for the year. Any decisions should be based on a body of evidence collected over time as well as on the evaluator's best professional judgment.
  - If a teacher is in danger of dismissal and all evidence collected thus far points to a poor rating, it is recommended that evaluators have these conversations with teachers in the spring, counsel out employees, or notify them of non-continuance. Evaluators will not have summative ratings at this point, but they will have evidence collected throughout the year and established patterns of poor performance from the previous year, including (but not limited to) the following: observation notes, student data (formative and summative throughout the year), student work, lesson plans, and other assessments.
  - To maintain strong instructional teams for their schools, it is critical for principals to make tough employment decisions in the spring, even in the absence of summative ratings. Given that the best pool of applicants for new teachers is available in the spring, principals cannot afford to wait until August to make those decisions and risk hiring from a weaker pool of applicants.

\* Note on "incompetence": IC 20-28-7.5-1(e)(4) permits a corporation to immediately terminate a teacher contract for "incompetence." Incompetence includes (but is NOT limited to) a teacher's receipt of ineffective designations on two consecutive performance evaluations (IC 20-28-7.5-1(e)(4)(A)) or an ineffective designation or improvement necessary rating in three years of any five year period (IC 20-28-7.5-1(e)(4)(B)). It appears that nothing in the new law restricts evidence of incompetence to performance evaluation designations. *The references in IC 20-28-7.5-1(e)(4) to performance evaluations supplement, rather than replace, existing meanings of incompetence.*

## Scheduling Decisions

By statute, Brown County Schools is required to notify parents in an instance where a student is assigned an ineffective teacher (or two different ineffective teachers) for two consecutive years. To avoid making scheduling changes in the fall, the district will preempt the possibility of this happening by doing two things:

1. Ensure struggling teachers receive support throughout the year to improve. Principals will use evidence to identify struggling teachers early on and be provided targeted supports. The district reserves the right to exit a teacher in the spring rather than having him/her return in the fall.
2. If the district plans to have a teacher in danger of receiving an ineffective rating based on the evidence collected thus far return in the fall, building level administration should flag this when scheduling students to ensure no student has the possibility of receiving an ineffective teacher two years in a row.

## Defining Negative Impact on Student Achievement

Indiana law required the State Board of Education (SBOE) to adopt rules that established standards to define actions that constitute a negative impact on student achievement. These standards apply to teachers with Indiana Growth Model data and teachers of non-tested subjects. Brown County Schools used legislative guidance from the Indiana Department of Education to develop a local definition of negative impact on student achievement as required by law.

## Statewide Assessments

Negative impact on student learning, as measured by student performance on statewide assessments, is characterized by a significant decrease in student achievement and notably low levels of student growth. The Indiana Department of Education will calculate negative impact for all teachers with Indiana Growth Model data. The determination of negative impact is based on **two key variables**:

1. **Mean ISTEP+ scale score** – ISTEP+ scale scores for all students assigned to a teacher will be averaged and then compared to the same variable from the previous year. In order for a teacher to be identified as negatively impacting student learning, the mean ISTEP+ scale score must drop by 15 or more scale points from one year to the next.
2. **Median student growth percentile** - The median student growth percentile of all students assigned to a teacher will be measured. In order for a teacher to be identified as negatively impacting student learning, the median student growth percentile must be 15 or less.

The criteria for both variables must be met in order for a teacher to be identified as negatively impacting student learning. *According to the Indiana Department of Education*, this rigorous requirement supports an accurate identification of negative impact and protects against statistical anomalies.

**For example**, if a teacher's students' mean ISTEP+ scale score decreases by 15 scale points or more from one year to the next **AND** the teacher's students' median student growth percentile is 15 or below, then the teacher is identified as having a negative impact on student learning.

**IF (year 1 mean) – (year 2 mean) ≥ 15 AND (year 2 median) ≤ 15 THEN negative impact**

The calculation of these cut scores is based on data collected over the 2011-2012 school year. The department will refine these values as additional data become available.

## Negative Impact on Locally Selected Assessments

Brown County Schools is required by Indiana law to define negative impact on student learning for teachers who do not have data from the Indiana Growth Model. Although the State Board of Education provides flexibility in how negative impact is defined for locally selected assessments, definitions need to address three key areas:

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

Brown County Schools uses a local definition of negative impact on student achievement that is based on objective measures of student achievement and growth selected for use in teachers' performance evaluation systems. As required, the criteria which define negative impact for teachers of non-tested subjects will be as rigorous as that which defines the concept for teachers with Indiana Growth Model data.

The rating of a teacher's **negative impact** must be determined using all three of the following indicators:

- a) Negative impact must be based on at least two consecutive years of Student Learning Objective data.
- b) Negative impact must be based on the failed outcome of at least two Student Learning Objectives (1 per year).
- c) Negative impact data must be derived from at least two separate measures of student learning.

## Inclusion in Summative Rating

Teachers and administrators should establish their understanding of the definitions of negative impact on student learning at the beginning of each evaluation cycle, as well as the procedures by which a teacher's rating will be adjusted if he or she is identified as negatively impacting student learning. A teacher identified as having a negative impact on student learning cannot receive a final evaluation result of Effective or Highly Effective. The final evaluation rating will either be improvement necessary or ineffective and will depend on the combination of all measures included in the performance evaluation.

## **State Statute Governing Negative Impact**

### **State Law**

IC 20-28-11.5-4 (c) A plan must include the following components:

- (6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective

IC 20-28-11.5-8 To implement this chapter, the state board shall adopt rules that establish standards that define actions that constitute a negative impact on student achievement.

### **State Regulations**

511 IAC 10-6-4 (c) Negative impact on student learning shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Cut levels shall be published by August 1.
- (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.
  - (d) The department will provide guidance to districts on the best selection of assessments.

## Linking Professional Development to Evaluation Results

*“Most teacher evaluation systems being developed at both the state and district levels rely on a theory of action that implies evaluation is a powerful lever for improving teaching performance and ultimately student outcomes. Each evaluation system identifies essential teaching behaviors that define effective practice. Teachers are then assessed against these standards, and multiple measures including classroom observations, teaching artifacts and student surveys provide a portrait of a teacher’s strengths and needs. However, in order to improve, we need to do more than assess teachers; we need to provide teachers with professional development opportunities targeted to their areas of growth.” (Excerpt from article provided by the American Institutes of Research and published by AdvancED at [www.advanced.org/TeacherEval](http://www.advanced.org/TeacherEval)).*

Brown County Schools believes both novice and veteran teachers benefit from specific professional development opportunities in order to excel in the classroom and continue to improve throughout their careers. As required by IC 20-28-11.5, the district’s plan links staff members’ performance evaluation results with professional development opportunities and license renewal credits. Providing professional development to all certificated and non-certificated staff is critical to the district’s vision and mission. Professional learning initiatives have historically been connected to school level and/or district level improvement goals as well as specific curriculum initiatives outlined by the BCS Board of School Trustees. An effective teacher evaluation system should produce data that reveals trends in teacher competency. These trends should identify district level strengths as well as pinpoint needs in professional learning.

Indiana law requires that a district’s an evaluation plan include a minimum of two (2) observations that take place at reasonable intervals within the summative evaluation cycle. This ensures that teachers have the opportunity to demonstrate growth prior to a summative evaluation. **The law also requires that a defined timeline, process, and format for teachers to receive meaningful feedback towards growth opportunities, is included in a district’s evaluation plan.** This requirement ensures that summative evaluations capture progress between the beginning and the end of the school year. The feedback provided by the evaluator shall include identified strengths and areas for improvement that stem directly from the evidence collected and clearly align with indicators of effective professional practice.

Brown County Schools meets all requirements related to linking professional practice with professional learning. The district uses cloud-based software through a third party provider to power the BCS Evaluation and Development System. All users have a profile page in which professional learning activities can be logged and professional growth points can be managed and stored. The system houses the evidence collected during observations as well as the competency matched by the evaluator once all scripting has been completed. A text box is provided at the bottom of the observation screen.

## Required Time Frame for Feedback

The purpose of the Post-Conference **required following each extended observation** is to provide a structured opportunity for feedback. The evaluator and the teacher discuss the nature of the evidence collected during the observation. Specific requirements for feedback vary according to the observation type and are as follows:

| Observation Type                        | Time Frame for Required Feedback | Type of Required Feedback |
|---|----------------------------------|---------------------------|
| Short Observation (at least 10 minutes) | within 3 school days             | written                   |
| Long Observation (at least 30 minutes)  | within 5 school days             | written and oral          |

The figure below shows the evaluator's screen at the beginning of an observation. The location for scribing, mapping evidence to competencies and indicators, and providing written feedback are seen in the series of screen shots below.

Scribing Field:

The screenshot shows the evaluator's interface. At the top, there are tabs for 'Domains', 'Collect Evidence', 'Code Evidence', and 'Review'. Below these, a 'Staff Member' section displays 'Melinda Harvey (mharvey@sampleschool.com)' and an 'Observation Timer' with a green 'Start Timer' button. The main area is titled 'Collect Evidence' and features a 'Chronological Sort' and 'Newest First' toggle. A large text area for scribing is highlighted with an arrow from the 'Scribing Field:' label. Below the text area, there are 'Files' and 'Activities' sections. The 'Activities' section lists various indicators and their descriptions.

**Staff Member:** Melinda Harvey (mharvey@sampleschool.com)

**Observation Timer:** Start Timer

**Collect Evidence:**

Chronological Sort | Newest First

Press Enter or click "Save" to save this evidence. Ctrl + Enter adds blank lines.

Clear Save

**Files:**

Activities

Choose Activities

Phrases & Indicators

- 2.1, 1 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.
- 2.1, 1 There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.
- 2.1, 1 Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.
- 2.1, 1 There may be no effort to connect objective to prior knowledge of students
- 2.1, 1 Lesson is disorganized and does not lead to mastery of objective.
- 2.1, 2 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
- 2.1, 2 Objective is stated, but not in a student-friendly manner that leads to understanding
- 2.1, 2 Teacher attempts explanation of importance of objective, but students fail to understand
- 2.1, 2 Lesson generally does not build on prior knowledge of students or students fail to make this connection

The evidence coding area is for mapping evidence to Competency indicators across all domains.

All Scripts Only Documents Only

All students are on-task and follow instructions of teacher without much prompting. Today students we are going to write about one time in our lives when we were brave.

2.7, 4

Activities: None.

Files: None.

09/14/2015 8:28:07 am

The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do. When we write about our own lives we are the main characters!

2.3, 4

Activities: None.

Files: None.

09/14/2015 8:29:52 am

Lesson builds on students' prior

Jump to [Effective Instruction](#)

## 2 — Effective Instruction

### 2.1 — Develop student understanding and mastery of lesson objectives

| Highly Effective  | Effective   | Improvement Necessary   | Ineffective   |
|---|---|---|---|
| <p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <p>Students can explain what they are learning and why it is important, beyond repeating the stated objective</p> <p>Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</p> | <p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <p>Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson</p> <p>Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms</p> <p>Importance of the objective is explained so that students understand why they are learning what they are learning</p> <p>Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</p> <p>Lesson is well-organized to move students towards mastery of the objective</p> | <p>Teacher needs improvement at developing student understanding and mastery of lesson objectives</p> <p>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</p> <p>Objective is stated, but not in a student-friendly manner that leads to understanding</p> <p>Teacher attempts explanation of importance of objective, but students fail to understand</p> <p>Lesson generally does not build on prior knowledge of students or students fail to make this connection</p> <p>Organization of the lesson may not always be connected to mastery of the objective</p> | <p>Teacher is ineffective at developing student understanding and mastery of lesson objectives</p> <p>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.</p> <p>There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students.</p> <p>Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important.</p> <p>There may be no effort to connect objective to prior knowledge of students</p> <p>Lesson is disorganized and does not lead to mastery of objective.</p> |

### 2.2 — Demonstrate and Clearly Communicate Content Knowledge to Students

| Highly Effective  | Effective  | Improvement Necessary  | Ineffective  |
|---|--|--|--|
| <p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the</i></p> | <p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <p>Teacher demonstrates content knowledge and delivers content that is factually correct</p> <p>Content is clear, concise</p> | <p>Teacher needs improvement at demonstrating and clearly communicating content knowledge to students</p> <p>Teacher delivers content that is factually correct</p> <p>Content occasionally lacks clarity and is not as well</p> | <p>Teacher is ineffective at demonstrating and clearly communicating content knowledge to students</p> <p>Teacher may deliver content that is factually incorrect</p> <p>Explanations may be unclear or incoherent and</p> |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <b>Evidence:</b><br><b>09/14/2015 12:29:52pm:</b> Highly Effective - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do/When we write about our own lives we are the main characters! |  |   |  |  |  |
| 2.4 Check for Understanding   |  |   |  |  |  |
| 2.5 Modify Instruction As Needed  |  |   |  |  |  |
| 2.6 Develop Higher Level of Understanding through Rigorous Instruction and Work   |  |   |  |  |  |
| 2.7 Maximize Instructional Time   |  | 1 |  |  |  |
| <b>Evidence:</b><br><b>09/14/2015 12:28:07pm:</b> Highly Effective - All students are on-task and follow instructions of teacher without much prompting/Today students we are going to write about one time in our lives when we were brave.  |  |   |  |  |  |
| 2.8 Create Classroom Culture of Respect and Collaboration   |  |   |  |  |  |
| 2.9 Set High Expectations for Academic Success  |  |   |  |  |  |
| Effective Instruction average of selected ratings: 3.7  |  |   |  |  |  |

An "Observation Comments" field allows for direct feedback to teachers.

Overall Observation Comments:

SAVE AND RETURN

Print Options

FINALIZE OBSERVATION

Growth Plan Information

Growth Plan Name:

Teacher:

Alice Bowling

School Year:

2015-2016 ▾

Growth Plan General Comments:

Start Date:

End Date:

Area Of Focus Remove

Rubric:

RISE Teacher 2.0 ▾

Domain:

Purposeful Planning ▾

Competency:

Utilize Assessment Data to Plan ▾

Comments

A "Growth Plan" section of the tool allows the evaluator to develop professional learning plans tied to the observation evidence.



Goal Remove

Start Date

End Date

Goal

Action Steps

Action 1 -

Action 2 -

Evidence of Achievement  This section will be filled in by the Teacher after Growth Plan has been Approved.

Add another Goal Add another Area of Focus

Fields for adding “Goals” with “Action Steps” and “Evidence of Achievement” are available for writing a “Growth Plan” for a teacher. If a “Remediation Plan” is required, multiple areas of “Focus” can be added.

## Required Remediation Plan

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. Evaluators should direct professional development activities necessary for the employee's license renewal toward implementation of the remediation plan. The idea is to ensure that professional development content is focused to support achievement of an effective rating on the employee's next performance evaluation.

## Best Practices for Professional Development

There are many ways of complying with the law in order to improve instruction and create professional learning opportunities. Brown County educators may take higher education coursework or select to take professional development offerings on their own. If a certificated staff member is under a remediation plan, he/she should be required to show how these professional development activities relate to his/her evaluation results and pathway for improvement.

As a school district fully accredited by AdvancED, Brown County Schools is committed to a process of continuous improvement. This commitment is reflected in our district's *AdvancED Standards Assessment Report (SAR)*. Our Strategic Plan clearly outlines the goals and strategies for a beginning teacher mentoring program and the integration of school-based professional developments into one master plan for the district. Brown County Schools has several efficient and effective avenues for providing staff opportunities to grow, learn, and improve that tie specific skills from evaluation tools to professional development within the school day and school building.

## Principals as Primary Instructional Leaders

Within Brown County Schools, Principals serves as Primary Evaluators and are the central pivot point for the planning and implementation of both broad-based and teacher specific professional learning at the building level. As a resource to Principals, the district recognizes discipline-specific instructional coaches at the elementary and junior high level and department chairs at the high school. Instructional coaches are Highly Effective teachers available to model instructional strategies within a framework of embedded professional learning. Instructional Team Leaders and Coaches are made accessible to staff for targeted support during the school day or after school. All activities for those teachers in need of improvement are directly aligned to their performance needs. Direct feedback from the principal is used to develop a remediation plan and the timeline for instructional impact is communicated to the teacher individually.

## Possible Professional Development Activities

Professional development activities included as options in the Brown County Schools development model include but are not limited to:

- Coursework and Professional Conferences
  - Delivered face-to-face through purchased conferences
  - Delivered face-to-face through participation in seed grants (RAISE, EWIMS)
  - Delivered online through PBS Teaching Channel at <https://www.teachingchannel.org/videos/welcome-to-teaching-channel> or PBS Learning Media <http://www.pbslearningmedia.org/>
- Mentoring: Utilizing teachers as mentors
- Modeling: Providing a substitute for an hour and allowing a teacher to observe a highly effective teacher on a specific skill or competency (ex. have them observe a teacher who is extremely talented at higher level questioning)
- Coaching: Have a highly effective teacher come in and coach someone struggling in a specific skill or competency
- Create professional learning communities and allow for reflection on instructional practices on specific skills or competencies, identifying exemplars for each.

Initiate “teaching rounds” where departments or individual teachers are able to observe each other and give formative feedback, align level of expectations, and build culture and ownership on the level of instruction in their department.

## Glossary of BCS Model Terms

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

**Beginning-of-Year Conference:** A conference in the fall during which a teacher and primary evaluator discuss the teacher’s prior year performance and Professional Development Plan (if applicable).

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

**Corporation-Wide Assessment:** A common assessment given to all schools in the corporation. This assessment may have either been created by teachers within the corporation or purchased from an assessment vendor. This may also be an optional state assessment that the corporation chooses to administer corporation-wide (ie. iSTEOP, ITBS, ReadStep).

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

**End-of-Course Assessment:** An assessment given at the end of the school year to measure mastery in a given content area. The state currently offers end-of-course assessments in Algebra I, English 10, and Biology I. However, many districts and schools have end-of-course assessments that they have created on their own.

**Long Observation:** An observation lasting a minimum of 40 minutes in length, accompanied by optional pre-conferences and mandatory post-conferences. This includes written feedback within five school days of the observation.

**Group 1 Teacher:** For the purpose of summative weighting, a group 1 teacher is a teacher for whom half or more of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches both ELA and Math OR any teacher in grades 4-8 that teaches either ELA or Math for half or more of time spent teaching during the day.

**Group 2 Teacher:** For the purpose of summative weighting, a group 2 teacher is a teacher who does not qualify as a group 1 teacher and for whom less than half of their “classes” have growth model data. More specifically, this includes any teacher in grades 4-8 that teaches either ELA or Math for less than half of time spent teaching during the day.

**Group 3 Teacher:** For the purpose of summative weighting, a group 3 teacher is a teacher for whom none of their classes have growth model data. This currently represents all PK-3<sup>rd</sup> teachers and all high school teachers. It also may represent any teachers in grades 4-8 that teach neither math nor ELA.

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

**Indiana Growth Model:** The IN Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). All teachers will have a small component of their evaluation based on school-wide growth model data. Individual growth model data currently only exists for teachers in grades 4-8 ELA/Math.

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

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

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

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

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

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

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

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

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

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

**Professional Practice:** Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered

through observations using the BCS Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

**School-Wide Assessment:** A school-wide assessment is common to one school, but not given across schools. It is usually created by a team of teachers within the school, but may have been purchased from an outside vendor. It is administered to all students in a given grade or subject. For an assessment to be considered school-wide, it must be given by more than one teacher.

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

**Short Observation:** An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within 3 school days.

**Statewide Assessment:** A statewide assessment refers to any mandatory assessment offered by the state. Examples of this in Indiana include: ISTEP, ECAs, LAS Links, etc.

**Student Learning Objective (SLO):** A long-term academic goal that teachers and evaluators set for groups of students. It must be specific and measureable using the most rigorous assessment available, based on available prior student learning data, aligned to state standards, and based on student progress and achievement.

**Student Learning:** Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student Learning is measured by a teacher's individual Indiana Growth Model (IGM) data (when available), School-Wide accountability data, and Student Learning Objectives data. These elements of student learning are weighted within the model for different Groups of teachers.

**Summative Conference:** A conference in the spring where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating.

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

**Teacher-Created Assessment:** A teacher-created assessment is an individual exam developed and administered by an individual teacher. Please note that a teacher-created assessment does not refer to an assessment created by and administered by *groups* of teachers (see school-wide assessment).

## Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines are considered to be using the *RISE Evaluation and Development System*. If a corporation chooses to make minor edits to the RISE system, the system must then be titled “(Corporation name) RISE”, and should be labeled as such on all materials. These minor edits do not require teachers to vote on the system for the performance grant, as long as the edited system meets the following minimum requirements listed below:

- Professional Practice Component
  - Minimum number of short and long observations
  - Minimum length for short and long observations
  - Minimum requirements around feedback and conferencing
  - Use of the Teacher Effectiveness Rubric with all domains and competencies
  - Scoring weights for all Professional Practice domains, including Core Professionalism
  - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Measures of Student Learning
  - Three measures of student learning as outlined in the RISE system
  - All minimum requirements around Student Learning Objectives, including, but not limited to (see Student Learning Objective handbook for details):
    - Assessments
    - Number of objectives
    - Population targets for objectives
    - Process steps
    - Weight of objectives
- Summative Scoring
  - Weights assigned to components of the summative model
  - Definition of groups of teachers for weighting purposes

## Appendix B –Observation and Conferencing Forms

### Pre-Observation Form - Teachers

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

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

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

DATE AND PERIOD OF SCHEDULED OBSERVATION: \_\_\_\_\_

*Dear Teacher,*

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

1. What learning objectives or standards will you target during this class?

2. How will you know if students are mastering/have mastered the objective?

3. Is there anything you would like me to know about this class in particular?

4. Are there any skills or new practices you have been working on that I should look for?

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

## Post-Observation Form - Evaluators

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

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

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

DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

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

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

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

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

Action Steps for Teacher Areas of Improvement:

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



## Post-Observation Form – Teachers

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

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

DATE OF OBSERVATION: \_\_\_\_\_ START TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_

*Dear Teacher,*

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

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

**Domain 1: Purposeful Planning**

|  |
|--|
| <b>Competency 1.1</b>  |
| How do you use prior assessment data to formulate achievement goals for your students?   |
|  |
| How do you use prior assessment data to formulate unit plans?                            |
|  |
| How do you use prior assessment data to formulate lesson plans?                          |
|  |
| <b>Competency 1.2</b>  |
| What annual student achievement goals have you developed this year or semester?          |
|  |
| How do you measure their progress toward these goals?                                    |
|  |
| What standards are these goals aligned with?   |
|  |
| What interventions did you provide for those not meeting benchmarks throughout the year? |
|  |

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

### Competency 1.3

Which standards have you identified in your example unit that students will master?

What kind of assessment(s) did you use to help plan this unit?

How much time did you allow for this unit? Was it an appropriate amount?

### Competency 1.4

Based on your example unit, how did you determine which objectives and standards went into each of your **daily** lesson plans?

Explain how you determined what instructional strategies to use in your daily lessons.

Explain how you determined what activities and assignments to use in your daily lessons.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

| Competency 1.5   |
|--|
| How did you keep track of your students' progress in this unit?  |
|  |
| What did you or have you used to record assessment data for your students and classes?   |
|  |
| Explain how your analysis of students' progress and assessment data influences the design of your unit and/or daily lesson planning. |
|  |
| How does your grading system align with your student learning goals?   |
|  |
| How often do you update each of your gradebooks in Skyward?  |
|  |

**Domain 3: Teacher Leadership**

|  |
|--|
| <b>3.1</b> How do you contribute to school culture? Please give examples or provide evidence         |
| <br><br><br><br><br><br><br><br><br><br>   |
| <b>3.2</b> How do you collaborate with peers? Please give examples or provide evidence               |
| <br><br><br><br><br><br><br><br><br><br>   |
| <b>3.3</b> How do you seek professional skills & knowledge? Please give examples or provide evidence |
| <br><br><br><br><br><br><br><br><br><br>   |
| <b>3.4</b> How do you advocate for student success? Please give examples or provide evidence         |
| <br><br><br><br><br><br><br><br><br><br>   |
| <b>3.5</b> How do you engage families in student learning? Please give examples or provide evidence  |
| <br><br><br><br><br><br><br><br><br><br>   |

# **Brown County Schools Evaluation and Development System**

## **Evaluator and Principal/Administrator Handbook**



**September 15, 2015**

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## Indiana Principal Evaluation: Public Law 90

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

As a starting point for increasing principal effectiveness, we need fair, credible and accurate annual evaluations to differentiate principal performance and to support their professional growth. With the help of educators throughout the state, the Indiana Department of Education developed a state model for evaluation of school principals. Brown County Schools has determined to implement its own evaluation model for principals and assistant principals. However components of the state model are evident throughout. Guidelines for implementing evaluations for principals and assistant principals employed by Brown County Schools, includes the following:

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

# The BCS Principal and Assistant Principal Evaluation Model

## Background/Context

A meaningful principal and assistant principal evaluation system reflects a set of core convictions about leadership. Brown County Schools developed a principal and assistant principal evaluation system based on four core beliefs about principal evaluation. These beliefs align with the mission and vision of Brown County Schools as well as the state model.

### ***Brown County Schools Vision Statement***

*Brown County Schools will prepare students to achieve success through quality instruction.*

### ***Brown County Schools Mission Statement***

*Brown County Schools provides a safe and supportive learning environment with high expectations effectively meeting the needs of our students and helping them reach their individual academic goals.*

Core beliefs about principal evaluation in Brown County Schools are as follows:

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

regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

## **Brown County Schools Policy on Staff Evaluation**

### **3220 - STAFF EVALUATION**

- The Board shall adopt a plan for annual performance evaluations for each certificated employee as defined in I.C. 20-29-2-4 employed by the Board. This plan shall be implemented beginning with the 2012-2013 school year and may be amended as needed thereafter.
- The plan approved by the Board shall include the following components:
  - A. performance evaluations for all certificated employees, conducted at least annually;
  - B. objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
    - 1. student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
    - 2. methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
    - 3. student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments;
  - C. rigorous measures of effectiveness, including observations and other performance indicators;
  - D. an annual designation of each certificated employee in one (1) of the following rating categories:
    - 1. highly effective
    - 2. effective
    - 3. improvement necessary

4. ineffective

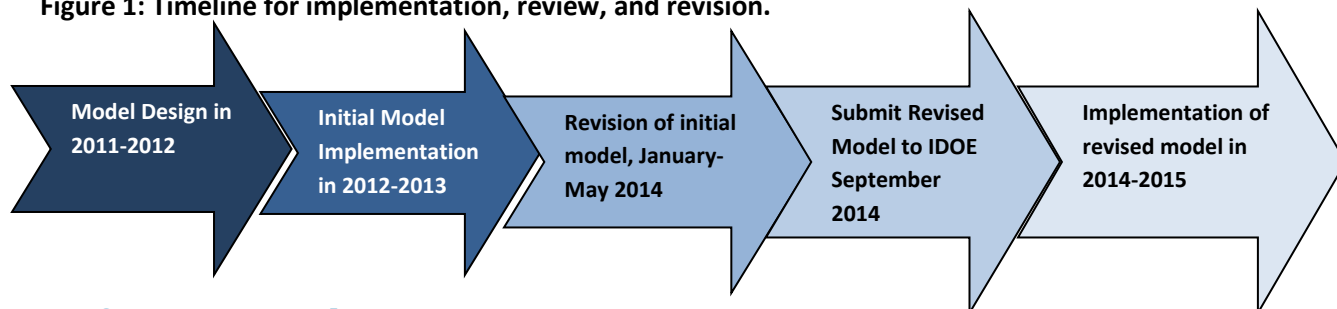
- E. an explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected;
- F. a provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective;
- G. discussion of the evaluation between the evaluated employee and the evaluator.

I.C. 20-28-11.5-4  
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## Timeline for Development

The timeline below reflects the continuous improvement of the Brown County's model for principal evaluation. Public Law 90, passed in April of 2011, required statewide implementation of new or modified evaluation systems compliant with the law by school year 2012-2013. Brown County Schools has chosen to use components from their 2012-2013 models with revisions for 2014-2015.

Figure 1: Timeline for implementation, review, and revision.



## Performance Level Ratings

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

- **Highly Effective (4):** A *highly effective* principal consistently exceeds expectations. This is a principal who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the highly effective principal's school, on aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective (3):** An *effective* principal consistently meets expectations. This is a principal who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The students in the effective principal's school, on aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary (2):** A principal who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a principal who a trained evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. On aggregate, the students in the school of a principal rated improvement necessary have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Ineffective (1):** An *ineffective* principal consistently fails to meet expectations. This is a principal who has failed to meet expectations, as determined by a trained evaluator, in locally

selected competencies reasonably believed to be highly correlated with positive student learning outcomes. **The students in the ineffective principal's school, on aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.**

## Overview of Components

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

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

## Evaluation of Other Administrators

The BCS Principal Evaluation and Development System was created with principals in mind and was not determined to be appropriate to use to evaluate other school or district administrators. Although certain components of the BCS model have been applied to individuals in other administrative positions, Brown County Schools has developed a parallel evaluation system for these roles aligned with the Superintendent's Evaluation System (Indiana School Board's Association), resources from other school districts and the AdvancED Standards for Quality School Systems. (Brown County Schools earned full District Accreditation from AdvancED in spring of 2012.)

## Timeline for Principal/Certified Administrator Evaluation

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

Figure 2: Brown County Schools Principal/Assistant Principal Evaluation Timeline



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

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

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

A strongly recommended but optional element of the process is a **mid-year conference**. Held in the middle of the year, this is an opportunity for the evaluator and principal meet to discuss performance thus far. Evaluators can prepare for this conference by reviewing observation notes and feedback to

date, while the principal can use it as an opportunity to share interim student learning data that demonstrate progress toward accomplishment of the Administrative SLO.

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

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



## Component 1: Professional Practice

### Indiana Principal Effectiveness Rubric: Background and Context

The Principal Effectiveness Rubric was developed for four key purposes:

1. **To shine a spotlight on great leadership:** The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
2. **To provide clear expectations for principals:** The rubric defines and prioritizes the actions in which effective principals must engage to lead breakthrough gains in student achievement.
3. **To help principals and their managers identify areas of growth and development:** The rubric provides clear language differentiating levels of performance, so that principals can assess their own performance and identify priority areas for improvement in their practice.
4. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings.

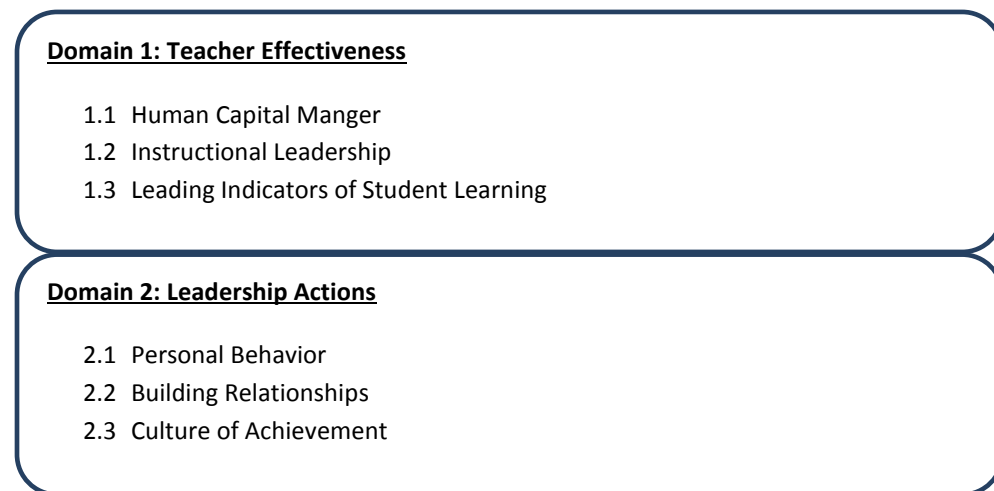
While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HHPH Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

### Indiana Principal Effectiveness Rubric: Overview

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

**Figure 3: Domains and Competencies**



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

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

### **The Indiana Principal Effectiveness Rubric**

In the back of this handbook the Principal Effectiveness Rubric and the Assistant Principal Effectiveness Rubric can be found. Supporting observation and conference documents can be found in the BCS Staff Information Center, Director of Student Learning page as well as the cloud-based site for management of the BCS evaluation and development system.

### **Collecting Evidence on Principal Practice**

In the BCS model, those administrators who supervise principals will serve as the formal evaluators for principals. They will be responsible for approving the Administrative Student Learning Objectives set by principals, conducting observations, providing feedback, monitoring progress, and assigning final ratings (several of these steps are described in subsequent sections). This expectation stems from our belief that these administrators – usually superintendents and assistant superintendents – need to focus their

role on developing leaders in their corporations. So, throughout this section, we refer to evaluators with these individuals in mind.

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

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

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

**Principal supervisors must directly observe principals at least two times over the course of the year, for at least 30 minutes per visit.** Observations may be **announced or unannounced** and evaluators may choose to use their visits as an opportunity to collect other evidence, including indirectly observing key systems that the principal has established. **After each required observation, the evaluator must, within**

**five school days, provide written and oral feedback to the principal on what was observed, and how evidence maps to the rubric.** Brown County Schools' leadership believes that while other aspects of evaluation (e.g., collection of artifacts of practice) are important, the professional relationship forged through observation and substantive feedback is a critical feature of a strong evaluation system.

**Figure 4: Principal Observation Requirements**

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

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

**Figure 5: Evidence vs. Judgment**

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

After the observation, the evaluator should take these notes and match them to the appropriate indicators on the rubric in order to provide the principal with rubric-aligned feedback during the post-conference. Although evaluators are not required to provide principals interim ratings on specific

competencies after observations, the process of mapping specific evidence to indicators provides principals a good idea of their performance on competencies prior to the end-of-year conference. When mapping, evaluators should consider the evidence at the indicator level, focusing first on the “Effective” column in the rubric then moving up or down the performance levels as directed by the evidence. Figure 6 provides examples of documented evidence mapped to the appropriate indicators.

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

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

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

**Figure 6: Mapping Evidence to Indicators**

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

T: Only my top Ss understood that concept.  
P: What adjustments can you make when you teach this concept to help all your Ss understand? Do you include all Ss in your check for understanding before moving on in the lesson?"

data. (E – 1.2.2)

Over the course of a school year, the collection of evidence should be significant. This has important implications for how information is maintained and how evaluators think about distilling information for purposes of feedback and ratings. Some possible procedures for evaluators include:

- Consider establishing a schedule for observation and feedback with principals, while also leaving room for unannounced visits.
- Hold a mid-year conference to assess progress and review actions steps, providing principals with an idea of where they stand and what they need to do to improve or accelerate progress.
- Maintain a file (ideally electronic) for each principal and establish a process for others involved in a principal's evaluation to contribute information as appropriate; in doing so, it is important to be targeted in the collection of information, so as to avoid burdening principals and pulling them from critical leadership work.

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

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

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

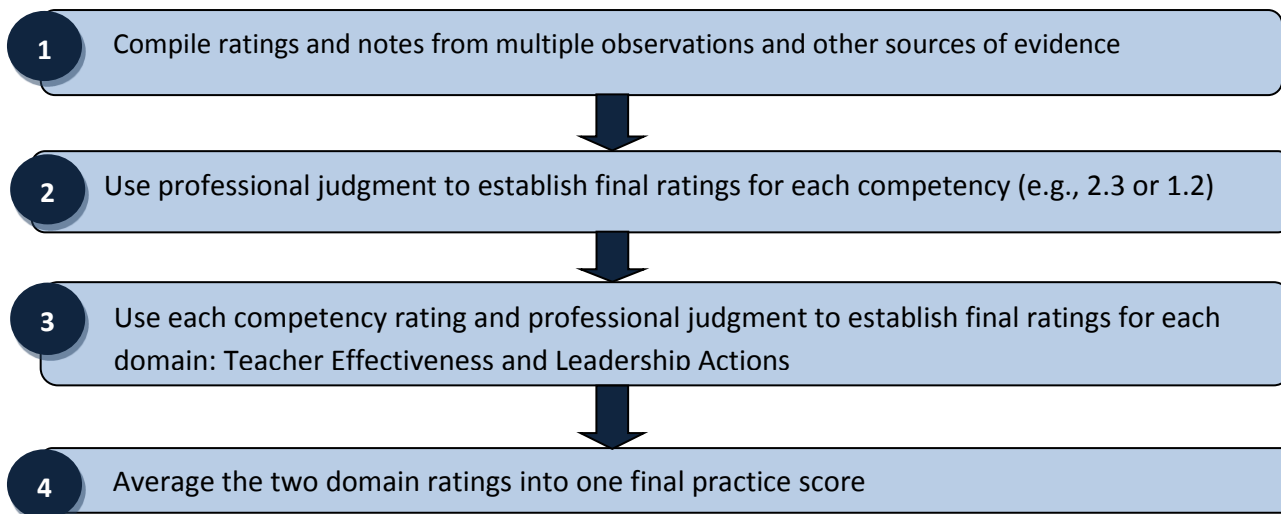
## Principal Effectiveness Rubric: Scoring

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

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

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

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



Each step is described in detail below.

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

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

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

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

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

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

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

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

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

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

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



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

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

| BCS Principal<br>Effectiveness Rubric | Category                  | Points   |
|---------------------------------------|---------------------------|----------|
|                                       | Highly Effective (HE)     | 4        |
|                                       | Effective (E)             | 3 or 3.5 |
|                                       | Improvement Necessary (I) | 2 or 2.5 |
|                                       | Ineffective (IN)          | 1 or 1.5 |

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

## Component 2: Student Learning

### Student Learning: Overview

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

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

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

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

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

### Available Measures of Student Learning

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

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

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

## A-F Accountability Grade

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

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

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

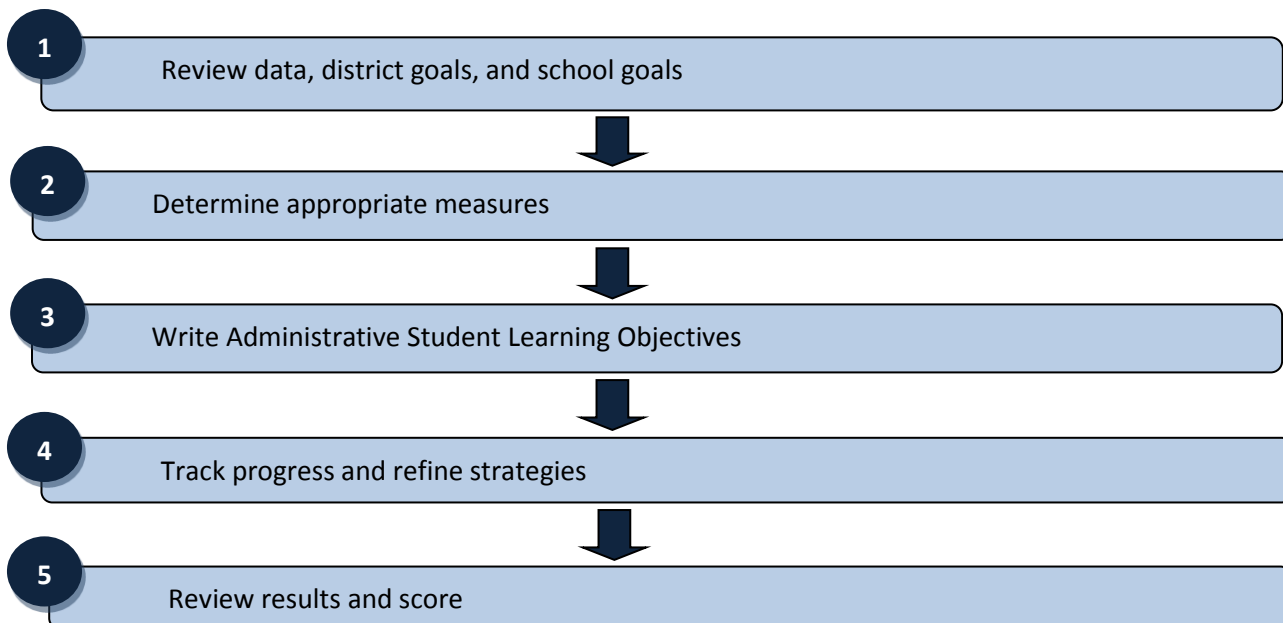
## Administrative Student Learning Objectives

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

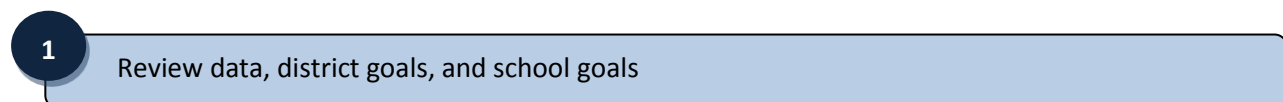
The BCS model asks principals to take this goal-setting process one step further and set an Administrative Student Learning Objective (SLO) for themselves. Given a principal's role, this Administrative SLO can be highly similar – even identical in some cases – to the goals set for the school. While the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

In the BCS model, principals set one Administrative Student Learning Objective at the beginning of the year and are measured by their progress against this objective.

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



Each of these steps is described below.



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



Some possible student learning data sources around which a principal may set goals include: ISTEP+, ISTAR, ECAs, common local assessments in social studies or science, other non-state-mandated assessments (ITBS, etc.), AP data, the ACT suite of assessments, The College Board (SAT) suite of

assessments, industry certification assessments, and graduation rate. Principals and evaluators are strongly encouraged to carefully assess the rigor of available measures and to use measures well suited for evaluation purposes. One caution is to avoid measures that are explicitly designed for formative student assessment, since adding stakes to such assessments can work at cross purposes to their intended use. *However, it is up to the principal's discretion to determine the most appropriate measures available.* Examples of data sources that are not considered as “student learning” measures include: attendance rates, discipline referral rates, survey results, **or anything not based specifically on student academic achievement or growth.**

### 3

#### Write Administrative Student Learning Objectives

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

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

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

1. **Is the SLO driving toward the same student learning outcomes that are spelled out in the school improvement plan?** Do the school’s baseline data suggest that the right groups of students are targeted for improvement or achievement?
2. **Does the SLO name the specific assessment tool that will be used to measure student learning and is that assessment tool available to my school?** Will I be able to track progress during the year?
3. **Do I know what strategies will be implemented in order to get the kind of improvement or achievement that is articulated in the SLO,** and, as a result, would I characterize the SLO as ambitious and attainable?

## Example Administrative Student Learning Objectives

### Elementary & Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2. (Not possible)

### High School examples:

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

### Non-examples

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

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

Consider an example.

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

4

#### Track progress and refine strategies

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

5

#### Review results and score

As shown in the table below, principals who exceed the goal earn a 4 on this measure; principals who meet the goal earn a 3; principals who closely approximate the goal receive a 2; and principals who do not meet the goal earn a 1 on this measure.

| Expectation               | Category                  | Points |
|---------------------------|---------------------------|--------|
| Exceeds both goal         | Highly Effective (HE)     | 4      |
| Meets goal                | Effective (E)             | 3      |
| Closely approximates goal | Improvement Necessary (I) | 2      |
| Does not meet goal        | Ineffective (IN)          | 1      |

## Summative Principal Evaluation Scoring

### Review of Components

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

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

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

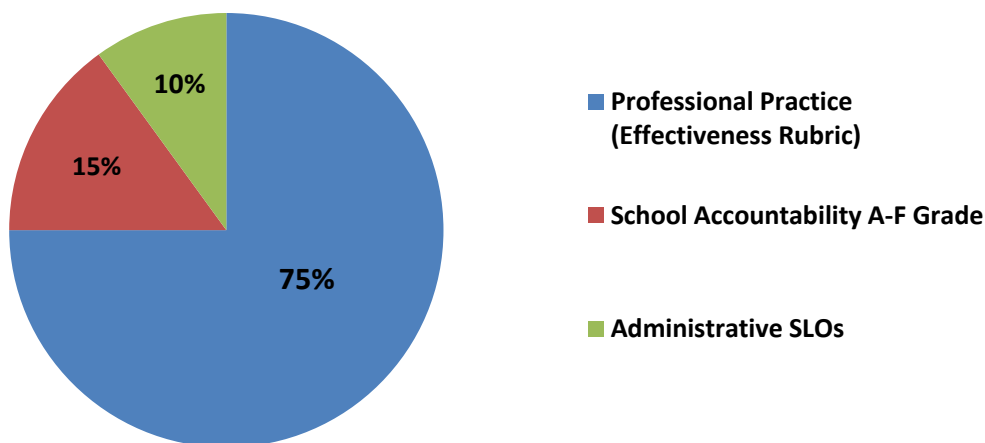
| Principal Effectiveness Rubric                  | Category                  | Points   |
|---|---------------------------|----------|
|   | Highly Effective (HE)     | 4        |
|   | Effective (E)             | 3 or 3.5 |
|   | Improvement Necessary (I) | 2 or 2.5 |
|   | Ineffective (IN)          | 1 or 1.5 |
| A-F Grade                                       | Category                  | Points   |
| A   | Highly Effective (HE)     | 4        |
| B   | Effective (E)             | 3        |
| C   | Improvement Necessary (I) | 2        |
| D or F  | Ineffective (IN)          | 1        |
| Administrative SLO                              | Category                  | Points   |
| Exceeds the goal.                               | Highly Effective (HE)     | 4        |
| Meets the goal.                                 | Effective (E)             | 3        |
| Closely approximates the goal.                  | Improvement Necessary (I) | 2        |
| Neither meets or closely approximates the goal. | Ineffective (IN)          | 1        |



## Weighting of Measures

For principals, Professional Practice (75%) and Student Learning (25%) are weighted the same as for teachers, a recognition that effective practice and student learning results are both essential features of successful leadership.

### Principal and Assistant Principal Metrics



Within Student Learning, the A-F Accountability Grade (15%) and the Student Learning Objective result (10%) are weighted less heavily than the Professional Practice rating (75%). Brown County Schools acknowledges the principal's central responsibility in driving higher levels of student achievement through building partnerships with teachers to improve teaching and learning. Data from classroom observations needs to be of high-quality, detailed at the skill level, and used as the basis for ongoing professional learning opportunities. Principals must ensure that their teachers have meaningful actionable feedback and that there are formal plans and structures in place to maximize the use of evidence collected.

At this time, Brown County Schools places the most weight on the **Professional Practice Competencies** of principals because of their direct application in increased student learning. The Domains that comprise Professional Practice are Teacher Effectiveness (50%) and Leadership Actions (50%). Within Teacher Effectiveness the Competencies are Human Capital Manager (16%), Instructional Leadership (17%), and Leading Indicators of Student Learning (16%). Within Leadership Actions the Competencies are Personal Behavior (16%), Building Relationships (17%) and Culture of Achievement (17%).

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

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

- receives ratings of “Effective” on one domain of the rubric and “Improvement Necessary” on the other → Rubric rating = 2.5
- has a “B” grade on the state accountability system → A-F rating = 3
- Closely approximates meeting SLO → Administrative SLO rating = 2

#### Example Summative Scoring Chart

|                                 | Raw Score | x | Weight | Score |
|---------------------------------|-----------|---|--------|-------|
| Effectiveness Rubric Rating     | 2.5       |   | 0.75   | 1.87  |
| A-F Accountability School Grade | 3         |   | 0.15   | .45   |
| Administrative SLO Rating       | 2         |   | 0.10   | .20   |
| Comprehensive Rating            |           |   |        | 2.52  |

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

|               |                          |               |                     |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

The score of 2.52 (from the example above) maps to a summative rating of “Effective.” Evaluators should meet with principals in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B. The summative conference may occur at the end of the school year in the spring, or when principals return in the fall, depending on the availability of data for the individual principal.

## Evaluator Training Process

### Inter-Rater Reliability and Inter-Rater Agreement

*Inter-rater reliability* is a generic term for rater consistency. Some experts define inter-rater reliability more specifically as the measurement of the consistency between evaluators in the ordering or relative standing of performance ratings, regardless of the absolute value of each evaluator's rating.

*Inter-rater agreement* is the degree to which two or more evaluators, using the same rating scale, give the same rating to an identical observable situation (e.g., a lesson, a video, or a set of documents). Thus, unlike inter-rater reliability, inter-rater agreement is a measurement of the consistency between the absolute value of evaluators' ratings.

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***According to research cited by the Center for Educator Compensation and Reform in their February 2012 white paper, "Measuring and Promoting Inter-Rater Agreement of Teacher and Principal Performance Ratings", rater agreement is typically more important to educators when tying high-stakes decisions about promotion, retention, or compensation to evaluations because they often make decisions based on a score threshold.***

---

**Inter-rater agreement** is the goal of BCS Evaluator Training. Unlike inter-rater reliability, inter-rater agreement is a measurement of the consistency between the absolute value of evaluators' ratings. Targeting inter-rater agreement as the outcome of BCS Evaluator Training best fits the BCS Educator Evaluation and Development System for the following reasons:

- Teachers, other certificated personnel, and administrators have unique rubrics with domains, competencies, and indicators matched to their role, job description and assigned duties. Individuals who have been evaluated using different rubrics should not be ranked together.
- There are no caps limiting the number of individuals permitted to be identified as "Highly Effective" or "Effective" and likewise there are no requirements limiting the number of individuals being identified as "Needs Improvement" or "Ineffective".
- Rater agreement is historically more important to educators when tying high-stakes decisions about promotion, retention, or compensation to evaluations because decisions are made based on a score threshold.
- Evaluation ratings with better inter-rater agreement are more likely to be a credible source of performance feedback and basis for professional development planning because they are more likely to reflect true strengths and weaknesses rather than a rater's opinion on good educator practice.
- Inter-rater agreement has been the goal of all evaluator training efforts and discussion to date by the BCS Educator Evaluation Committee

## Establishing an Acceptable Level of Agreement

The percentage of absolute agreement among a group of evaluators is simple to understand. One simply calculates the number of times raters agree on a rating, then divides by the total number of ratings. Thus, this measure can vary between 0 and 100%. There are no hard and fast rules about the level of agreement needed to use a set of ratings to make high-stakes decisions or to consider the evaluation process reliable. The CECR report consulted for the purpose of developing the BCS Evaluator Training process indicates that when using percentage of absolute agreement, experts suggest that values from 75% to 90% demonstrate an acceptable level of agreement (Hartmann, 1977; Stemler, 2004). While more agreement is almost always better than less, it is important to recognize that it is neither possible nor cost effective to achieve perfect agreement. Some degree of professional judgment is necessary if ratings are to represent different levels of complex behavior, and experts are bound to disagree at times. Evaluator training is designed to take a number of steps to improve rater agreement, while acknowledging that perfect agreement is difficult and could result in oversimplifying the performance measures to the point where key aspects of good teaching are ignored.

The BCS Educator Evaluation Model has the potential for inter-rater agreement to be established during training at the Domain, Competency, and/or Summative score levels. According to the CECR report, there are good reasons to calculate agreement at the lowest level at which a separate numerical rating is made. Agreement at this level provides information about which rubrics raters may find difficult to use. In addition, if agreement on one Indicator or Competency is consistently low, a revision of the rubric wording or more training on that particular rubric can be completed. Also, since higher level ratings are based on ratings at the lowest level (e.g., added or averaged), good agreement at the lowest level almost always leads to good agreement at higher levels as well. When reporting inter-rater agreement at lower levels, if ratings are made using whole numbers, it is usually easiest to report the percentage of absolute agreement. Reporting by standard and then averaging within domains and across all standards can provide useful information. It is also important to assess agreement at the overall or final rating level given that Indiana requires rewards and other consequences to be based on the educator's summative performance rating.

## Gathering Evidence of Inter-Rater Agreement

Inter-rater agreement represents the consistency of a particular set of ratings. In order to calculate agreement, system administrators must collect samples wherein two or more observers have rated the same set of observable evidence. Samples may include video-taped lessons or a set of documents submitted for Domains 1 and 3 (Purposeful Planning and Teacher Leadership).

Gathering evidence of agreement for BCS Evaluators will incorporate rating a common set of video clips and artifacts. The PBS Teaching Channel or other sources for viewing video of instruction along with sample documents from former BCS teacher Domain 1 and 3 submissions will be organized in Canvas, the district's Learning Management System, to create an Evaluator Training course. Within the course, raters will rate a set of video clips that no rater has previously viewed. Using this method, administrators can calculate agreement by comparing raters to each other. When comparing raters to each other raters must attain a minimum threshold for agreement before they can conduct observations in the field (e.g., 75%). Passing this test is evidence that each rater has at least the ability to assign ratings that are likely to agree with those of other trained raters.

Additionally, if two or more raters regularly evaluate an educator, inter-rater agreement can be periodically checked by having two raters observe and independently rate each educator at the same time at least once per year. Administrators can then compare the ratings to assess agreement using the measures discussed above. If only one evaluator normally rates, a second rater can be asked to observe and rate a sample of educators on the same occasion and make an independent rating. These two ratings of the same educator at the same time can be used to calculate agreement. This may be done annually or as much as needed. If portfolios or other artifacts are part of the evaluation system, the two raters can also review a sample of these items.

A final option for calculating inter-rater agreement and reliability may be accomplished by videotaping a subset of classroom observations and having a second rater conduct a follow-up rating on a portion of randomly selected observations. This method ensures that raters always feel accountable for their rating performance and allows for follow-ups to be conducted as part of an improvement plan if necessary.

It is important to remember that inter-rater agreement calculations apply only to the set of ratings and observers that compose the sample used in the calculation. Inter-rater agreement is not an inherent property of a measurement instrument such as an evaluation system rubric (Tinsley & Weiss, 2000; Walker, 2007). High agreement or reliability in one sample is no guarantee of similar results in the future. The CECR report cautions that there could be high agreement among one set of raters one year, but lower agreement the next as raters gain experience with the system, new raters join the system, and new educators receive evaluations. Thus, periodically checking for inter-rater agreement is necessary over time to provide up-to-date evidence of agreement for each year's ratings as well as determine whether raters need additional training or if rater motivation to adhere to the process may be weakening.

## Frame of Reference (FOR) Training

Though some studies have found that some variability can persist even after lengthy training (Hoyt & Kerns, 1999; Lumley & McNamara, 1995; Wang, Wong, & Kwong, 2010), research has found that correctly designed training can improve rater agreement. Best practices in rater training emphasize developing a common understanding among evaluators so that they will apply the rating system as consistently as possible. This common understanding, known as Frame of Reference (FOR) training, addresses the main sources of observer disagreement Hoyt and Kerns (1999) identified: lack of overlap among what is observed, discrepant interpretations of descriptor meanings, and personal beliefs or biases. FOR training typically involves an explanation of the rating system, discussion of avoiding bias and common errors, advice on mental processes for observation and making judgments, and practice observations.

The duration of training is also important. Research indicates that training needs to be more than an hour or two long to be effective. Researchers have found short training sessions to be ineffective at calibration (bringing evaluators in line with expert ratings or one another) and unlikely to produce consistent results (Barrett, 2001; Congdon & McQueen, 2000). Hoyt and Kerns (1999) found that training sessions that lasted 5 hours or more were significantly more effective than those lasting fewer than 5 hours.

## Frame-of-Reference Training Outline

(Adapted from Measuring and Promoting Inter-Rater Agreement of Teacher and Principal Performance Ratings, CECR, February 2012)

1. Provide a process overview to give the observers the big picture.
  - Purpose of observations
  - Frequency and length of observations
  - Use of pre- or post-conferences, collection of artifacts
  - How results will be used.
  - Feedback to person being evaluated
  - Coaching/assistance for performance improvement
  - Goal setting
  - Administrative consequences for good and poor performance
2. Explain the rating dimensions (standards of performance & rubrics)
  - Review rubrics
  - Explain how rubrics are consistent with or represent organization's vision of good practice
  - Discuss questions about concepts or wording
3. Help raters identify and put aside their own biases
  - All observers bring beliefs about what good teaching looks like, which can influence what they see and how they evaluate it
  - Explain that observers need to be able to separate these beliefs from the observation, especially when observing a different style, level, or subject of practice
  - Have observers discuss their beliefs and implicit theories of practice
  - Ask them how their beliefs and implicit theories might influence how they record and evaluate evidence
  - Warn observers to be aware of potential biases and to focus on and rate using the specific definitions and explanations of the rating scale
4. Explain common rater errors to be aware of and avoid.
  - Similarity—rating influenced by how similar the observed classroom or school is to yours, how similar the practice observed is to yours, or how similar the person being observed is to you
  - Leniency—rating higher than deserved to give the person the “benefit of doubt.”
  - Halo—rating on one dimension determined by rating on another
  - Central tendency—rating everyone in the middle; often due to “anchoring” on the middle level by assuming that everyone is average (or proficient) unless there is a lot of evidence he/she is not.
  - Consistency/confirmation—looking for evidence for pre-judgment or a judgment based on one's initial impression.
  - Context effects—performance of peer group influences ratings
5. Describe the process for decision-making.
  - Emphasize separating the observation (or other evidence collection) from the judgment about the level of practice (which is based on comparing the evidence to the rubric or rating scale).

- When taking notes, record what was observed in behavioral terms.
  - Do not rate while observing.
  - Review notes after finishing observation; highlight evidence that is relevant to each dimension.
  - Compare performance observed to the rubric or rating scale, not to other performers.
  - Respect the rubric over your gut feeling. (Don't rely on "I know good teaching when I see it.")
  - Evaluate based only on the evidence collected: if no evidence, make no inference.
  - Where evidence is mixed on whether observed performance meets the requirements for rubric level, base decisions on the predominance of evidence. If a substantial majority of the evidence supports rating at a specific level, choose that level rather than the level below.
  - Avoid anchoring— assuming the performance is satisfactory or proficient unless there is evidence to the contrary.
  - Rate performance on each dimension or standard separately.
  - Try not to compensate for a near miss on one dimension with a generous rating on another.
6. Have observers practice observing and recording evidence; discuss and provide feedback to observers.
7. Have observers practice connecting evidence recorded from the observation to performance dimensions.
- Discuss questions about what performance standards or dimensions cover.
  - Review rubrics: what am I looking for?
  - Review notes/artifacts and identify evidence related to rubric dimensions.
  - Have observers practice interpreting the rubrics.
  - Identify the specific rubric language that differentiates between different performance levels.
  - Discuss questions observers may have about the interpretation of rubric language.
  - Review rating techniques and conventions (e.g., how a word like "consistently" is to be interpreted).
  - Practice rating using videos, written scenarios, or live observations.
  - Have observers share ratings, discuss reasons for ratings; trainer then provides feedback to observers on how well they are doing.
  - Repeat for all rubric dimensions or standards.

Note: Even detailed rubrics, trained raters, and good evidence will not make performance assessment a completely objective process. Some professional judgment will always be called for in assessing performance in professional jobs. The goal of rater training is not to eliminate professional judgment, but to guide and focus it. This includes developing a shared mental model of good performance first among the observers and then among the educators being observed.

## Frequently Asked Questions

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

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

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

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

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



## Glossary of BCS Model Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix A – Allowable Modifications to RISE

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

Since Brown County Schools has made edits to the RISE principal system from the minimum requirements stated below, the system must be titled “The BCS Principal Effectiveness Model,” and is labeled as such on all materials. The minimum requirements modified from the original RISE principal system are as follows:

### Professional Practice Component

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

### Measures of Student Learning

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

### Summative Scoring

- Weights assigned to components of the summative model

If a corporation chooses to deviate from any of the minimum requirements of the most recent version of the RISE principal evaluation system, the corporation may no longer use the name “RISE.” Corporations can give any alternative title to their system, and may choose to note that the system has been “adapted from Indiana RISE.” Brown County Schools has adapted the Principal Evaluation state model for use at the local level.

## Appendix B – Optional Observation and Conferencing Forms

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

## Optional Observation Mapping Form

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

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

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

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

OBSERVATION SETTING: \_\_\_\_\_

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

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

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

| 1.1 HUMAN CAPITAL MANAGER |           |
|---------------------------|-----------|
| Evidence                  | Indicator |
|                           |           |

| 1.2 INSTRUCTIONAL LEADERSHIP |           |
|------------------------------|-----------|
| Evidence                     | Indicator |
|                              |           |

| 1.3 LEADING INDICATORS OF STUDENT ACHIEVEMENT |           |
|---|-----------|
| Evidence                                      | Indicator |
|   |           |

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

|                    |                               |
|--------------------|-------------------------------|
| OVERALL STRENGTHS: | OVERALL AREAS OF IMPROVEMENT: |
|                    |                               |

## Optional Post-Observation Form - Evaluators

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

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

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

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

OBSERVATION SETTING: \_\_\_\_\_

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

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

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

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

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

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

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

Action Steps for Improvement:

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



## Optional Mid-Year Conference Form

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

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

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

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

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

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

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

## Optional Summative Rating Form

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

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

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

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

### Principal Effectiveness Rubric Scoring

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

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

### Student Learning Scoring

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

### Final Rating

|                                | Raw Score | x | Weight                             | Score |
|--------------------------------|-----------|---|------------------------------------|-------|
| Rubric Rating                  |           |   | 0.75                               |       |
| A-F Accountability Grade (DOE) |           |   | 0.20                               |       |
| Admin. SLO Rating              |           |   | 0.5                                |       |
|                                |           |   | Comprehensive Effectiveness Rating |       |

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

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

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

**Final Summative Rating:**

☐ Ineffective

☐ Improvement Necessary

☐ Effective

☐ Highly Effective

### Principal Signature

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

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

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

### Evaluator Signature

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

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

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

# Summative Scoring for Teachers and Additional Certified Staff (Speech Language Pathologists, Elementary School Counselor)

## Component 1 Professional Practice

Professional Practice Score = (Planning + Instruction + Leadership) – Core Professionalism + Attendance

| Teacher Effectiveness Rubric (TER) Domains | Weights   |
|--|---|
| Domain 1: Planning Score                   | 15%   |
| Domain 2: Instruction Score                | 75%   |
| Domain 3: Leadership Score                 | 10%   |
| <b>Total Score</b>                         | (100%)  |
| Domain 4: Core Professionalism             | Indicators 1, 2, 3 <ul style="list-style-type: none"> <li>subtract .30 per indicator <b>only</b> if needed</li> </ul>   |
| Domain 5: Attendance                       | <ul style="list-style-type: none"> <li>Add .25 to score when 0-4 days absent</li> <li>Add .15 to score when 4.5-7 days absent</li> <li>Add 0 to score when over 7 days absent</li> </ul> (excludes bereavement and PD days) |

## Component 2 Student Learning

Student Learning Score = SWL Score + SLO Score

| Student Learning Measures              | Group 1 and 2 | Group 3 |
|--|---------------|---------|
| Indiana Growth Model (IGM) Score       | 10%           | -----   |
| School Wide Learning (SWL) Score       | 8%            | 12%     |
| Student Learning Objective (SLO) Score | 7%            | 13%     |

## Summative Scoring

Summative Score = Component 1 + Component 2

| Weights                           | Group 3 |
|-----------------------------------|---------|
| Component 1 Professional Practice | 75%     |
| Component 2 Student Learning      | 25%     |
| <b>Group Totals</b>               | 100%    |

## Brown County Schools Group Definitions

| <u>Group 1</u>  | <u>Group 2</u>  | <u>Group 3</u>  |
|---|---|---|
| All Teachers of ELA and Math Grades 4-8   | A teacher assigned to ISTEP+ and non-ISTEP+ courses grades 4-8. | All teachers of non-ISTEP+ courses including School Librarians              |
| Any Special Education Teachers Team Teaching with a Group 1 General Education Teacher |   | All Other Certificated Personnel including SLP, Elementary School Counselor |

# Summative Scoring for School Librarians

## Component 1 Professional Practice

Professional Practice Score = (Planning + Instruction + Leadership) – Core Professionalism + Attendance

| Teacher Effectiveness Rubric (TER) Domains | Weights   |
|--|---|
| Domain 1: Planning Score                   | 30%   |
| Domain 2: Instruction Score                | 40%   |
| Domain 3: Leadership Score                 | 30%   |
| <b>Total Score</b>                         | (100%)  |
| Domain 4: Core Professionalism             | Indicators 1, 2, 3 <ul style="list-style-type: none"> <li>subtract .30 per indicator <b>only</b> if needed</li> </ul>   |
| Domain 5: Attendance                       | <ul style="list-style-type: none"> <li>Add .25 to score when 0-4 days absent</li> <li>Add .15 to score when 4.5-7 days absent</li> <li>Add 0 to score when over 7 days absent (excludes bereavement and PD days)</li> </ul> |

## Component 2 Student Learning

Student Learning Score = SWL Score +SLO Score

| Student Learning Measures        | Group 3 |
|----------------------------------|---------|
| School Wide Learning (SWL) Score | 12%     |
| Student Learning Objective       | 13%     |

## Summative Scoring

Summative Score = Component 1 + Component 2

| Weights                           | Group 3 |
|-----------------------------------|---------|
| Component 1 Professional Practice | 75%     |
| Component 2 Student Learning      | 25%     |
| <b>Group Totals</b>               | 100%    |

## Brown County Schools Group Definitions

| Group 1   | Group 2   | Group 3   |
|---|---|---|
| All Teachers of ELA and Math Grades 4-8   | A teacher assigned to ISTEP+ and non-ISTEP+ courses grades 4-8. | All teachers of non-ISTEP+ courses including School Librarians              |
| Any Special Education Teachers Team Teaching with a Group 1 General Education Teacher |   | All Other Certificated Personnel including SLP, Elementary School Counselor |

# Summative Scoring for Secondary School Counselor

## Component 1 Professional Practice

Professional Practice Score = (Sum of Domains 1, 2, 3, 4,) – Core Professionalism + Attendance

| Effectiveness Rubric Domains          | Weights   |
|---------------------------------------|---|
| Domain 1: Academic Achievement        | 35%   |
| Domain 2: Student Assistance Services | 35%   |
| Domain 3: Career Development          | 20%   |
| Domain 4: Professional Leadership     | 10%   |
| <b>Total Score</b>                    | (100%)  |
| Domain 5: Core Professionalism        | Indicators 1, 2, 3 <ul style="list-style-type: none"> <li>subtract .30 per indicator <b>only</b> if needed</li> </ul>   |
| Domain 6: Attendance                  | <ul style="list-style-type: none"> <li>Add .25 to score when 0-4 days absent</li> <li>Add .15 to score when 4.5-7 days absent</li> <li>Add 0 to score when over 7 days absent (excludes bereavement and PD days)</li> </ul> |

## Component 2 Student Learning

Student Learning Score = SWL Score + SLO Score

| Student Learning Measures        | Group 3 |
|----------------------------------|---------|
| School Wide Learning (SWL) Score | 12%     |
| Student Learning Objective Score | 13%     |

## Summative Scoring

Summative Score = Component 1 + Component 2

| Weights                           | Group 3 |
|-----------------------------------|---------|
| Component 1 Professional Practice | 75%     |
| Component 2 Student Learning      | 25%     |
| <b>Group Totals</b>               | 100%    |

## Brown County Schools Group Definitions

| Group 1   | Group 2   | Group 3  |
|---|---|--|
| All Teachers of ELA and Math Grades 4-8   | A teacher assigned to ISTEP+ and non-ISTEP+ courses grades 4-8. | All Teachers of non-ISTEP+ courses                           |
| Any Special Education Teachers Team Teaching with a Group 1 General Education Teacher |   | All Other Certificated Personnel including School Counselors |

# Summative Scoring for School Psychologists

## Component 1 Professional Practice

Professional Practice Score = (Sum of Domains 1, 2, 3, 4) – Core Professionalism + Attendance

| Effectiveness Rubric Domains  | Weights   |
|---|---|
| <b>Domain 1: Assessment, Data-Based Decision Making, and Accountability</b>                           | 35%   |
| <b>Domain 2: Interventions and Instructional Support to Develop Academic, Social, and Life Skills</b> | 35%   |
| <b>Domain 3: Consultation and Collaboration</b>   | 20%   |
| <b>Domain 4: Leadership</b>   | 10%   |
| <b>Total Score</b>  | (100%)  |
| <b>Domain 5: Core Professionalism</b>   | Indicators 1, 2, 3 <ul style="list-style-type: none"> <li>subtract .30 per indicator <b>only</b> if needed</li> </ul>   |
| <b>Domain 6: Attendance</b>   | <ul style="list-style-type: none"> <li>Add .25 to score when 0-4 days absent</li> <li>Add .15 to score when 4.5-7 days absent</li> <li>Add 0 to score when over 7 days absent (excludes bereavement and PD days)</li> </ul> |

## Component 2 Student Learning

Student Learning Score = SWL Score + SLO Score

| Student Learning Measures               | Group 3 |
|---|---------|
| <b>School Wide Learning (SWL) Score</b> | 12%     |
| <b>Student Learning Objective Score</b> | 13%     |

## Summative Scoring

Summative Score = Component 1 + Component 2

| Weights                           | Group 3 |
|-----------------------------------|---------|
| Component 1 Professional Practice | 75%     |
| Component 2 Student Learning      | 25%     |
| <b>Total</b>                      | 100%    |

## Brown County Schools Group Definitions

| Group 1   | Group 2   | Group 3   |
|---|---|---|
| All Teachers of ELA and Math Grades 4-8   | A teacher assigned to ISTEP+ and non-ISTEP+ courses grades 4-8. | All teachers of non-ISTEP+ courses  |
| Any Special Education Teachers Team Teaching with a Group 1 General Education Teacher |   | Speech-Language Pathologists, School Librarians, School Counselors, School Psychologists, School Nurses, Occupational Therapist |

# Summative Scoring for School Nurses

## Component 1 Professional Practice

Professional Practice Score = (Sum of Domains 1, 2, 3, 4) – Core Professionalism + Attendance

| Teacher Effectiveness Rubric (TER) Domains | Weights   |
|--|---|
| Domain 1: Planning and Preparation         | 20%   |
| Domain 2: The Environment                  | 35%   |
| Domain 3: Delivery of Services             | 35%   |
| Domain 4: Professional Responsibilities    | 10%   |
| <b>Total Score</b>                         | (100%)  |
| Domain 5: Core Professionalism             | Indicators 1, 2, 3 <ul style="list-style-type: none"> <li>subtract .30 per indicator <b>only</b> if needed</li> </ul>   |
| Domain 6: Attendance                       | <ul style="list-style-type: none"> <li>Add .25 to score when 0-4 days absent</li> <li>Add .15 to score when 4.5-7 days absent</li> <li>Add 0 to score when over 7 days absent (excludes bereavement and PD days)</li> </ul> |

## Component 2 Student Learning

Student Learning Score = SWL Score + SLO Score

| Student Learning Measures        | Group 3 |
|----------------------------------|---------|
| School Wide Learning (SWL) Score | 12%     |
| Student Learning Objective Score | 13%     |

## Summative Scoring

Summative Score = Component 1 + Component 2

| Weights                           | Group 3 |
|-----------------------------------|---------|
| Component 1 Professional Practice | 75%     |
| Component 2 Student Learning      | 25%     |
| <b>Group Totals</b>               | 100%    |

## Brown County Schools Group Definitions

| Group 1   | Group 2   | Group 3  |
|---|---|--|
| All Teachers of ELA and Math Grades 4-8   | A teacher assigned to ISTEP+ and non-ISTEP+ courses grades 4-8. | All teachers of non-ISTEP+ courses                       |
| Any Special Education Teachers Team Teaching with a Group 1 General Education Teacher |   | All Other Certificated Personnel including School Nurses |



# Brown County Schools Principal and Assistant Principal Metrics and Summative Scoring

## Review of Components

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

**Component 1) Professional Practice – Assessment of leadership outcomes**

**Measure:** BCS Principal Effectiveness Rubric or BCS Assistant Principal Rubric

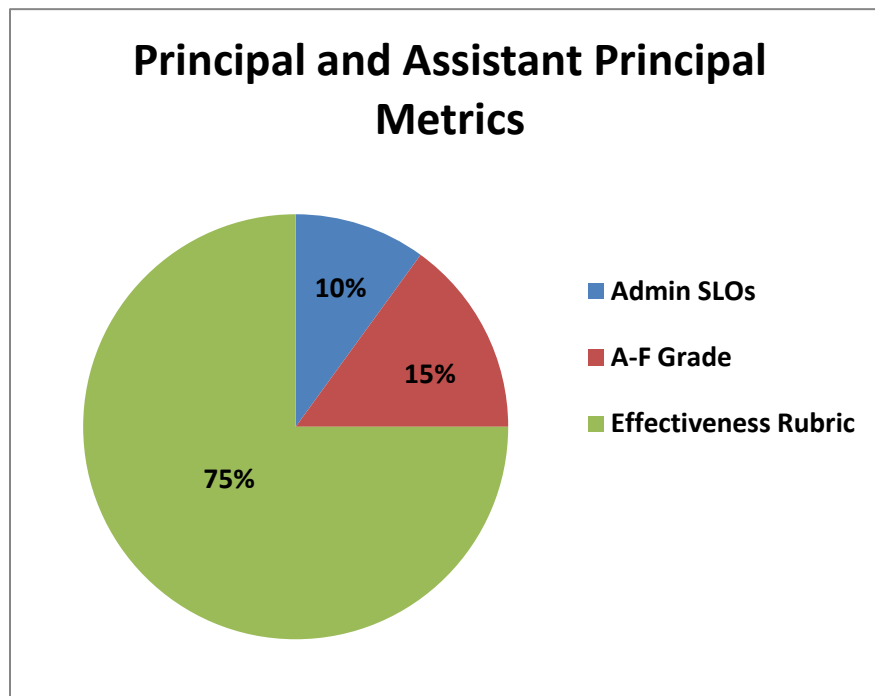
**Component 2) Student Learning – Contribution to student academic progress**

**Measure:** A-F Accountability Framework (A-F School Grades)

**Measure:** Administrative Student Learning Objectives (SLO)

## Weighting of Measures

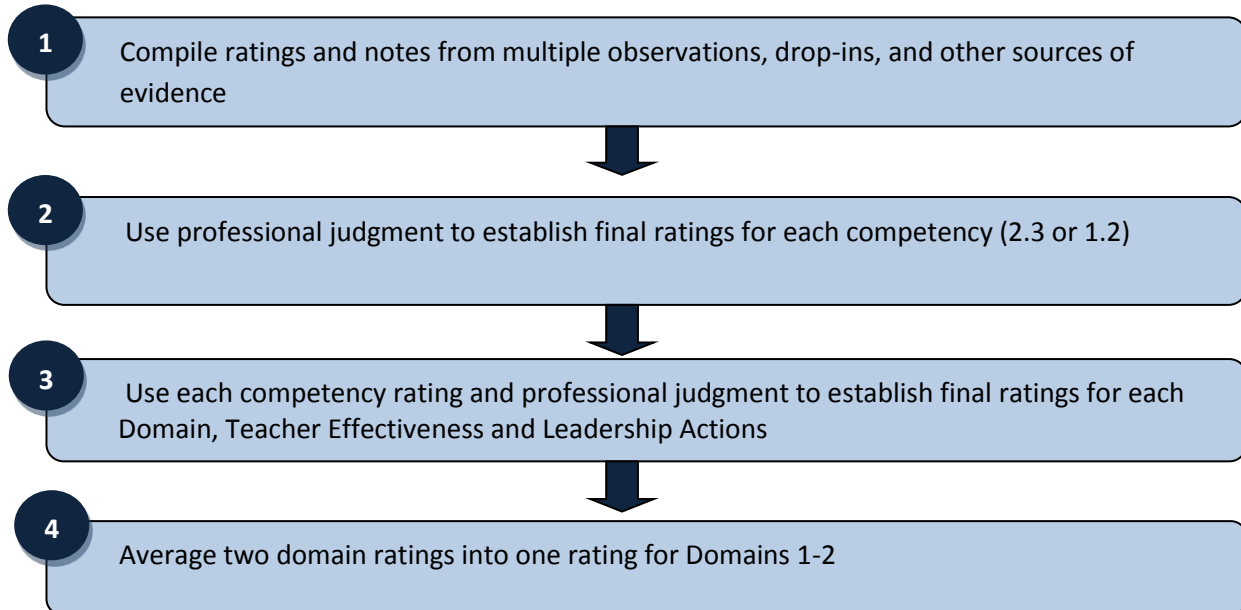
The weights of each measure are provided in the pie chart below.



## Professional Practice (75%):

**Principal Effectiveness Rubrics (75%):** This score is obtained from the evaluation rating from the BCS Principal or Assistant Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the Principal and Assistant Principal comprehensive rating.

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



Each step is described in detail below.

### **1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.**

At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

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

After collecting evidence, the evaluator must assess where the principal falls within each competency and use professional judgment to assign ratings. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

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

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

| BCS Principal/Assistant<br>Principal<br>Effectiveness Rubric | Category                  | Points |
|--|---------------------------|--------|
|  | Highly Effective (HE)     | 4      |
|  | Effective (E)             | 3      |
|  | Improvement Necessary (I) | 2      |
|  | Ineffective (IN)          | 1      |

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

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

|              | Domain 1:<br>Teacher Effectiveness | Domain 2:<br>Leadership Actions |
|--------------|------------------------------------|---------------------------------|
| Final Rating | 3 (E)                              | 2 (IN)                          |

4

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

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

**3.0 + 2.0 divided by 2 = 2.5 Final Professional Practice Score**

### STUDENT LEARNING MEASURES (25%):

**A-F Accountability Grade (15%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 15% of the principal's comprehensive rating.

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

**Administrative Student Learning Objectives (10%):** This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set a specific goal to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 10% of the principal's comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have a specific goal
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

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

**Elementary /Middle School Administrative SLO examples:**

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

**High School Administrative SLO examples:**

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

**Administrative SLO non-examples:**

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

**Administrative SLO Scoring:** The alignment for goal achievement, rating category, and points is as follows.

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

## Summative Scoring

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

|                                 | Raw Score | x | Weight                             | Score |
|---------------------------------|-----------|---|------------------------------------|-------|
| Effectiveness Rubric Rating     |           |   | 0.75                               |       |
| A-F Accountability School Grade |           |   | 0.15                               |       |
| Administrative SLO Rating       |           |   | 0.10                               |       |
|                                 |           |   | Comprehensive Effectiveness Rating |       |

## Category Ratings

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

|               |                          |               |                     |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

# Brown County Schools Superintendent and Assistant Superintendent Metrics and Summative Scoring

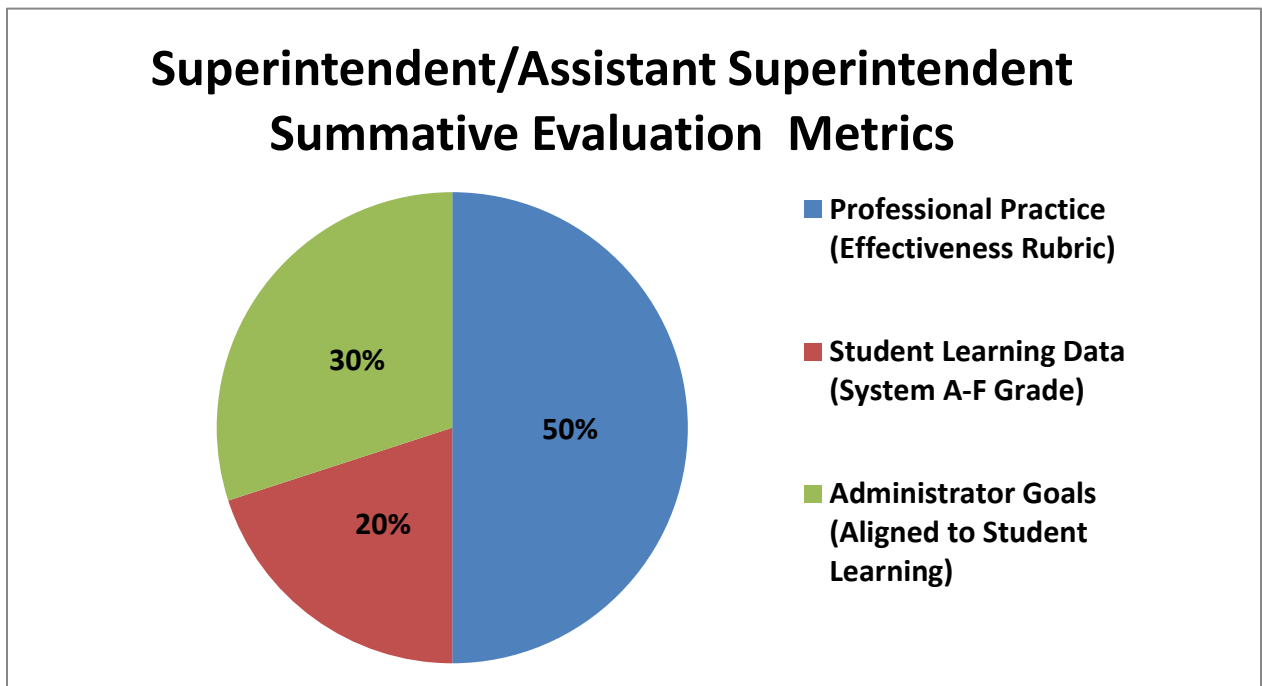
## Review of Components

The Superintendent is evaluated annually by the Board of School Trustees. The Board President shall be responsible for calculation of the final Summative Score based on the following components and measures:

| Component 1) Professional Practice – Assessment of Leadership Outcomes    |  |
|---|--|
| Measure:  | Superintendent Effectiveness Rubric                |
|   |  |
| Component 2) Student Learning – Contribution to Student Academic Progress |  |
| Measure   | A-F Accountability Framework (A-F Grades)          |
| Measure:  | Administrative Goals (Aligned to Student Learning) |

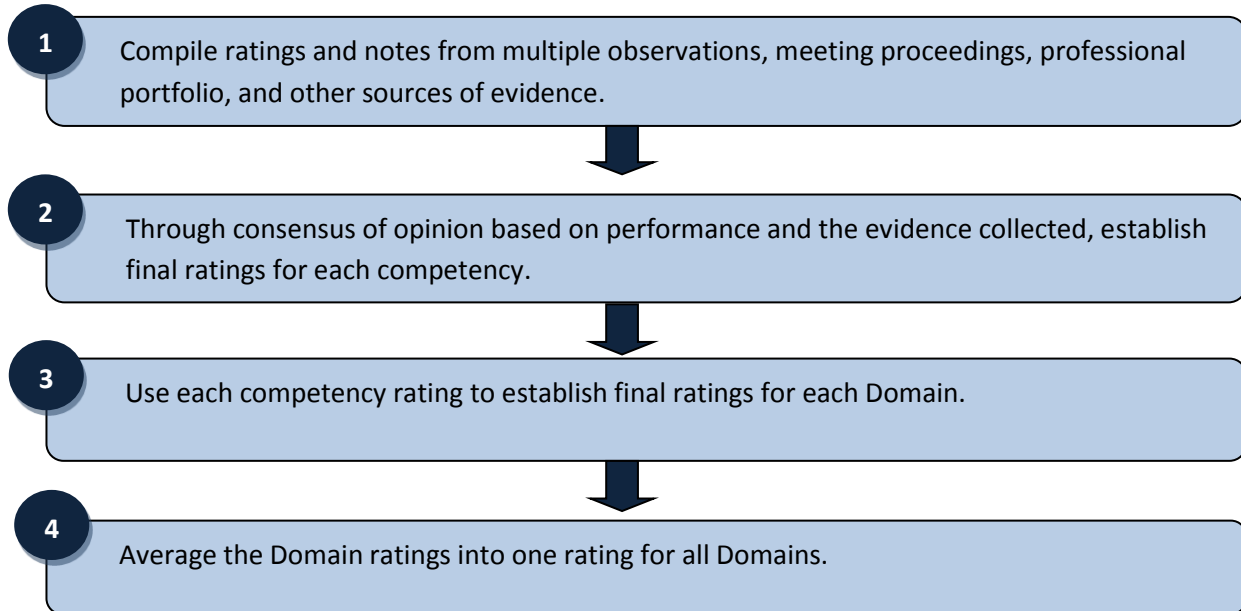
## Weighting of Measures

The weights of each measure are provided in the pie chart below.



## Professional Practice (50%):

**Effectiveness Rubrics (50%):** This score is obtained from the evaluation rating from the Superintendent Effectiveness Rubric. The process for determining the rating is outlined in the rubric and is weighted at **50%** of the Superintendent's summative score. The final Professional Practice rating (Effectiveness Rubric) will be determined by the School Board in accordance with Brown County Schools Board Policy:



Each step is described in detail below.

- 1 Compile ratings and notes from multiple observations, meeting proceedings, and other sources of evidence.**

At the end of the calendar year, the Board will have collected a body of evidence representing leadership practices from throughout the year. To aid in the collection of this evidence one or more conferences between the Superintendent and the Board may be conducted. The Board may review evidence throughout the annual review period to provide feedback prior to the completion of the summative evaluation.

- 2 Use consensus of opinion based on performance to establish final ratings for each competency.**

After collecting evidence, the Board must assess where the Superintendent falls within each competency and use consensus of opinion to assign ratings. The Board should not average competency scores to obtain the final domain score, but rather use good judgment.

- 3 Use consensus of opinion to establish final effectiveness ratings for the Superintendent.**

After collecting evidence, the Board must assess where the Superintendent falls within each in each of the domains on the designated rubric. How the scores correlate to the rating categories is as follows:

| Superintendent/Assistant<br>Superintendent<br>Effectiveness Rubric | Category                  | Points |
|--|---------------------------|--------|
|  | Highly Effective (HE)     | 4      |
|  | Effective (E)             | 3      |
|  | Improvement Necessary (I) | 2      |
|  | Ineffective (IN)          | 1      |

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

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

4

**Average the Domain ratings into one final practice score.**

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

## **STUDENT LEARNING MEASURES (50%):**

### **A-F Accountability Grade (20%):**

The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to be included in the evaluation. It is weighted 30% of the Superintendent's comprehensive rating.

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

### **Administrative Goals and Objectives (30%):**

This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows the Superintendent to set **two goals** to suit local needs, focus on specific areas, or to emphasize growth if the district is underperforming. It is weighted 30% of the Superintendent's comprehensive rating.



The guidelines for Administrative Goals and Objectives are as follows:

1. Have at least two goals
2. Must at be measurable
3. Must be collaboratively set by Superintendent and the Board
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a System Administrator may set goals around include: ISTEP+, ECA Algebra 1, ECA Biology, ECA English 10, IREAD-3, common assessments in social studies or science, (ITBS), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

**Administrative SLO examples:**

- The bottom 25% of grade 3-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 90% of Grade 3 students will score a proficient or above on IREAD-3.
- The graduation rate for the High School will raise at least 5%, reaching 95% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

**Administrative SLO non-examples:**

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of annual referrals for expulsion from 5 to 0.
- Reduce the number of Special Education referrals from 75 to 50.

**Administrative Goals and Objectives:** The alignment for goal achievement, rating category, and points is as follows.

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

## Summative Scoring

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

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

## Category Rating Scale:

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

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

Note: Borderline points always round up.

## Brown County Schools Board Policy of Superintendent Evaluation

### 1240 - EVALUATION OF THE SUPERINTENDENT

The School Board believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the Corporation with the best possible leadership.

The Board shall annually evaluate the performance of the Superintendent. (See Policy [1110](#)) Such evaluation shall include an assessment of:

- A. the progress toward the educational goals of the Corporation;
- B. the working relationship between the Board and the Superintendent.

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed.

The Board shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted. Such method may include:

- A. the active participation of each Board member;
- B. a compilation of assessments, on a prepared standard form by individual Board members, which shall then be reviewed jointly by the Board and Superintendent;
- C. evaluation interviews between the Board and Superintendent during which no other business is discussed.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and be prepared better to:

- A. determine the Superintendent's salary;
- B. identify strengths and weaknesses in the operation of the Corporation and determine means by which weaknesses can be reduced and strengths are maintained;
- C. establish specific objectives, the achievement of which will advance the Corporation toward its goals.

I.C. 20-28-6,7,8

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## Brown County Schools System Administrator (Director) Metrics and Summative Scoring

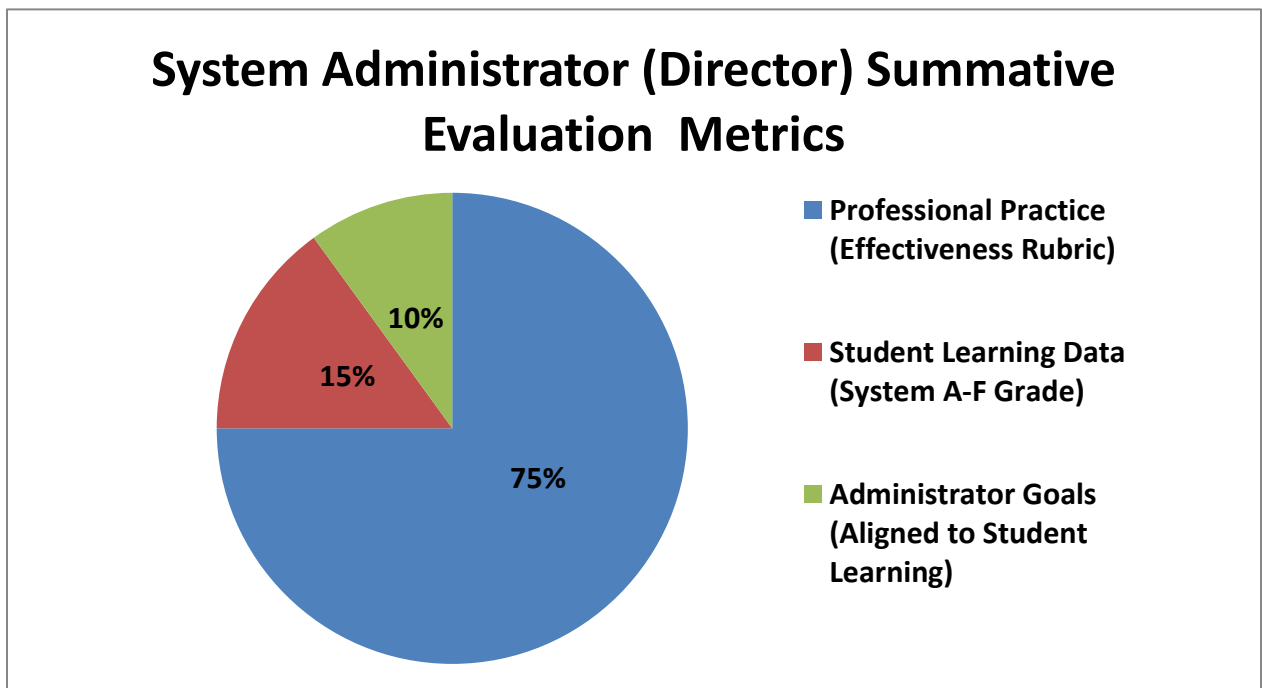
### Review of Components

Brown County System Administrators will be evaluated by the Superintendent. Each will receive a summative evaluation score based on the following components and measures:

| Component 1) Professional Practice – Assessment of Leadership Outcomes    |  |
|---|--|
| Measure:  | System Administrator (Director) Effectiveness Rubrics  |
|   | Assistant Superintendent Effectiveness Rubric<br>Director of Student Learning Effectiveness Rubric<br>Director of Student Services Effectiveness Rubric<br>Director of Technology Effectiveness Rubric |
| Component 2) Student Learning – Contribution to Student Academic Progress |  |
| Measure   | A-F Accountability Framework (A-F Corporation Grade)   |
| Measure:  | Administrative Goal (Aligned to Student Learning)  |

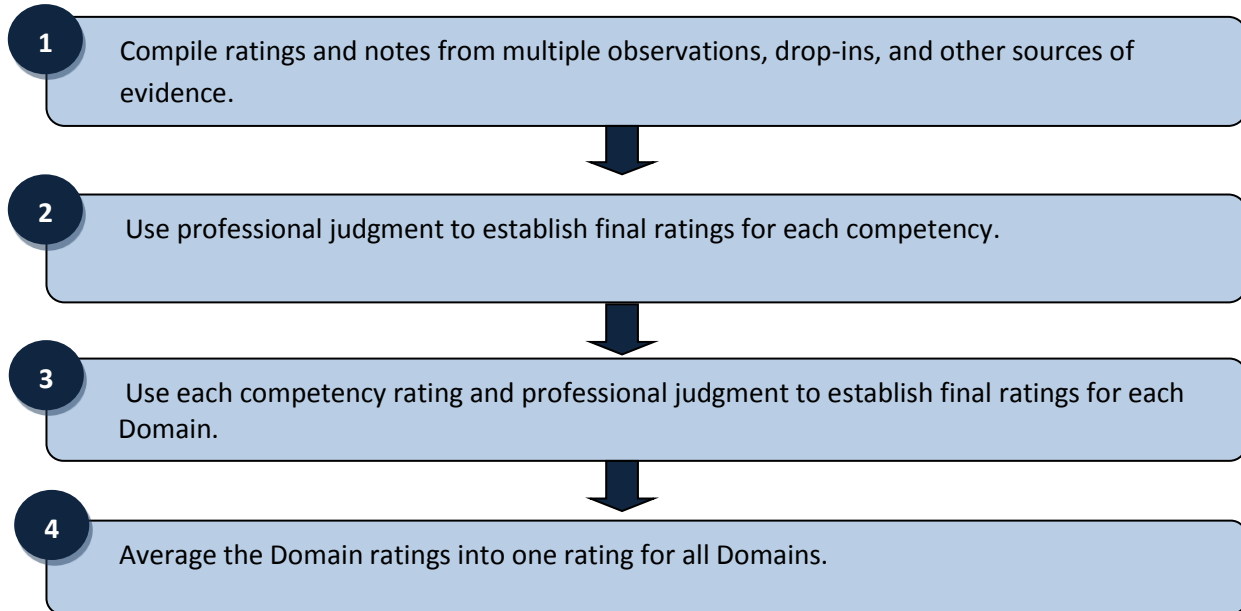
### Weighting of Measures

The weights of each measure are provided in the pie chart below.



## Professional Practice (75%):

**Effectiveness Rubrics (75%):** This score is obtained from the evaluation rating from a position specific System Administrator effectiveness rubric. The process for determining the rating is outlined in each rubric and is weighted at **75%** of the System Administrator's summative rating. The final Professional Practice rating (Effectiveness Rubric) will be calculated by the evaluator in a four step process:



Each step is described in detail below.

### **1 Compile ratings and notes from multiple observations, drop-ins, and other sources of evidence.**

At the end of the school year, evaluators will have collected a body of evidence representing professional practice from throughout the year. To aid in the collection of this evidence, a process of walk-throughs and conferences between system leaders and evaluators may prove beneficial. Evaluators will likely find it meaningful and productive to review evidence mid-way through the year and then again at the end of the year.

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

After collecting evidence, an evaluator must assess where the system administrator falls within each competency and use professional judgment to assign ratings. Evaluators should not average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for leaders in different contexts and how leaders have evolved over the course of the year.

### **3 Use professional judgment to establish final ratings in System Administrator Effectiveness.**

After collecting evidence, the evaluator must assess where the system administrator falls within each in each of the domains on the designated rubric. How the scores correlate to the rating categories is as follows:

| System Administrator Effectiveness Rubrics | Category                  | Points |
|--|---------------------------|--------|
|  | Highly Effective (HE)     | 4      |
|  | Effective (E)             | 3      |
|  | Improvement Necessary (I) | 2      |
|  | Ineffective (IN)          | 1      |

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

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

4

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

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

## **STUDENT LEARNING MEASURES (25%):**

### **A-F Accountability Grade (15%):**

The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 30% of the principal's comprehensive rating.

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

### **Administrative Student Learning Objectives (10%):**

This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a System Administrator to set **a specific goal** to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming district, etc. It is weighted 10% of the System Administrator's comprehensive rating.

The guidelines for Administrative Student Learning Objectives are as follows:

1. Have a specific goal
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator
4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas a System Administrator may set goals around include: ISTEP+, ECA Algebra 1, ECA Biology, ECA English 10, IREAD-3, common assessments in social studies or science, (ITBS), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

**Administrative SLO examples:**

- The bottom 25% of grade 3-8 students, based on last year's ISTEP+ scores, will increase their ISTEP+ ELA passing rates by 10%.
- 90% of Grade 3 students will score a proficient or above on IREAD-3.
- The graduation rate for the High School will raise at least 5%, reaching 95% graduation rate by the end of the school year.
- The percentage of AP students scoring a 3, 4, or 5 on any AP test will increase from 45% last year to 60% this year.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

**Administrative SLO non-examples:**

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of annual referrals for expulsion from 5 to 0.
- Reduce the number of Special Education referrals from 75 to 50.

**Administrative Student Learning Objectives:** The alignment for goal achievement, rating category, and points is as follows.

| Expectation                     | Category                  | Points |
|---------------------------------|---------------------------|--------|
| Exceeds SLO                     | Highly Effective (HE)     | 4      |
| Meets SLO                       | Effective (E)             | 3      |
| Closely approximates SLO        | Improvement Necessary (I) | 2      |
| SLO was not met or approximated | Ineffective (IN)          | 1      |

## Summative Scoring

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

|                                | Raw Score | x | Weight                             | Score |
|--------------------------------|-----------|---|------------------------------------|-------|
| Rubric Rating                  |           |   | 0.70                               |       |
| A-F Accountability Grade (DOE) |           |   | 0.15                               |       |
| Admin. SLO Rating              |           |   | 0.10                               |       |
|                                |           |   | Comprehensive Effectiveness Rating |       |

## Category Rating Scale:

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

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.





# **Brown County Schools**

## **Teacher Effectiveness Rubric**

**Part of a Locally Developed Model**

## DOMAIN 1: PURPOSEFUL PLANNING

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

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

\*Differentiated instruction includes strategies and techniques that best suit a class of students at any one time.

| Competencies |   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--------------|---|--|--|--|---|
| 1.4          | <b>Create Objective-Driven Lesson Plans and Assessments</b> | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul> | <p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards.</li> <li>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul> | <p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul> | Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments. |
| 1.5          | <b>Track Student Data and Analyze Progress</b>              | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates grade book weekly</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day (*add list of data examples)</li> </ul>                          | <p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>   | <p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>  | Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system   |

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

### Notes:

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

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

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. Instructional strategies learned via professional development may include information learned during instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

| Competency |                                     | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|------------|-------------------------------------|--|---|--|---|
| 2.3        | Engage students in academic content | 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   |
|            |                                     | <p><b><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></b></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are rarely disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul> | <ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences.</li> <li>- Teacher adjusts lesson accordingly to accommodate for students' prerequisite skills and knowledge so that all students are engaged.</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content.</li> </ul> | <ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task.</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content.</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement.</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective.</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content.</li> </ul> | <ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task.</li> <li>- Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.</li> <li>- Teacher does not differentiate instruction to target different learning modalities.</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students.</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content.</li> </ul> |

#### Notes

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

| Competency |                         | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|------------|-------------------------|---|--|--|--|
| 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   |
|            |                         | <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, questions that push thinking;</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward).</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding.</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response.</li> <li>- Teacher frequently engages students who attempt to opt out.</li> <li>- Teacher systematically assesses every student's mastery of the objective(s) through formal or informal assessments (see note for examples).</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments.</li> <li>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding.</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</li> </ul> <p>Teacher sometimes engages students who attempt to "opt out".</p> <ul style="list-style-type: none"> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher rarely or never checks for understanding of content, or misses nearly all key moments.</li> <li>-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding.</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students.</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson.</li> </ul> |

Notes:

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

| Competency |                              | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|------------|------------------------------|---|--|--|--|
| 2.5        | Modify Instruction As Needed | 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  |
|            |                              | <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</li> <li>- Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</li> </ul> |

Notes:

1. A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.



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

Notes:

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

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

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

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

| Competency |                                    | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|------------|------------------------------------|---|---|--|--|
| 2.7        | <b>Maximize Instructional Time</b> | Teacher is highly effective at maximizing instructional time  | Teacher is effective at maximizing instructional time   | Teacher needs improvement at maximizing instructional time   | Teacher is ineffective at maximizing instructional time  |
|            |                                    | <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher.</li> <li>- Students are always engaged in meaningful work while waiting for the teacher</li> <li>- Students share responsibility for operations and routines to accomplish classroom tasks.</li> <li>- Almost all students are on-task and follow instructions of teacher.</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are addressed without major interruption to the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>- Class starts on-time.</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher.</li> <li>- Students are engaged in meaningful work while waiting for the teacher.</li> <li>- Teacher delegates time between parts of the lesson.</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting.</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>- Class may consistently start a few minutes late.</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed.</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged.</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson.</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task.</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher may frequently start class late.</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times.</li> <li>- There are significant periods of time in which students are not engaged in meaningful work.</li> <li>- Teacher wastes significant time between parts of the lesson due to classroom management.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task.</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.</li> </ul> |

Notes:

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

| Competency |  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|------------|--|--|---|---|--|
| 2.8        | <b>Create Classroom Culture of Respect and Collaboration</b> | Teacher is highly effective at creating a classroom culture of respect and collaboration   | Teacher is effective at creating a classroom culture of respect and collaboration   | Teacher needs improvement at creating a classroom culture of respect and collaboration  | Teacher is ineffective at creating a classroom culture of respect and collaboration  |
|            |  | <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are given many opportunities to collaborate.</li> <li>- Teachers encourage students to model positive behaviors and discourage negative behaviors among their peers.</li> </ul> | <ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers.</li> <li>- Students are given opportunities to collaborate.</li> <li>- Teacher reinforces positive behavior and uses consequences appropriately to discourage negative behavior.</li> <li>- Teacher has a good rapport with students.</li> </ul> | <ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms.</li> <li>- Students are not given many opportunities to collaborate.</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both.</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</li> </ul> | <ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior.</li> <li>- Students are not given opportunities to collaborate.</li> <li>- Teacher rarely or never praises positive behavior.</li> <li>- Teacher rarely or never addresses negative behavior.</li> </ul> |

Notes:.

2. Elementary school teachers more frequently will, and are sometimes required to have, expectations, rewards, and consequences posted visibly in the classroom. Whether or not these are visibly posted, it should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

| Competency |   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|------------|---|--|---|---|---|
| 2.9        | <b>Set High Expectations for Academic Success</b> | Teacher is highly effective at setting high expectations for academic success.   | Teacher is effective at setting high expectations for academic success.   | Teacher needs improvement at setting high expectations for academic success.  | Teacher is ineffective at setting high expectations for student success.  |
|            |   | <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress.</li> <li>- Students demonstrate high academic expectations for themselves.</li> <li>- Students demonstrate that they are excited about their work and understand why it is important.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher sets high expectations for students of all levels.</li> <li>-Teacher's manner is such that students are invested in their work and value academic success as evidenced by their effort and quality of their work.</li> <li>-Teacher creates a safe atmosphere where students take on challenges.</li> <li>- Teacher celebrates and praises academic work.</li> <li>- High quality work is displayed in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher may set high expectations for some, but not others.</li> <li>- Teacher's manner is such that students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging.</li> <li>-Teacher seldom creates a safe atmosphere where students take on challenges.</li> <li>- Teacher may praise the academic work of some, but not others.</li> <li>- High quality work is infrequently displayed in the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher rarely or never sets high expectations for students.</li> <li>- Teacher's manner is such that students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments.</li> <li>-The teacher never creates a safe atmosphere where students take on challenges.</li> <li>- Teacher rarely or never praises academic work or good behavior.</li> <li>- High quality work is rarely or never displayed in the classroom.</li> </ul> |

Note:

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

### DOMAIN 3: Teacher Leadership

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

| Competencies |   | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|--------------|---|---|--|--|--|
| 3.1          | <b>Contribute to School Culture</b>           | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Seek out leadership roles.</li> <li>- Dedicate time for students and peers.</li> </ul>   | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and initiatives.</li> </ul>  | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives.</li> </ul>   | <ul style="list-style-type: none"> <li>-Teacher rarely or never contributes ideas aimed at improving school efforts.</li> </ul>  |
| 3.2          | <b>Collaborate with Peers</b>                 | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Go above and beyond in seeking out opportunities to collaborate</li> <li>- Take on leadership roles within collaborative groups.</li> </ul>  | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Seek out and participate in regular opportunities to work with and learn from others.</li> </ul>  | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Participate in occasional opportunities to work with and learn from others.</li> </ul>  | <ul style="list-style-type: none"> <li>-Teacher rarely or never participates in opportunities to work with others.</li> </ul>  |
| 3.3          | <b>Seek Professional Skills and Knowledge</b> | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others</li> <li>- Seeks out opportunities to lead professional development sessions</li> <li>-Seeks constructive feedback to improve practices</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction, where applicable</li> <li>- Accepts constructive feedback well</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Attend all mandatory school sponsored professional development opportunities</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction.</li> <li>- Accept constructive feedback well</li> </ul> | <ul style="list-style-type: none"> <li>-Teacher rarely or never attends school sponsored professional development opportunities.</li> <li>-Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</li> </ul> |

| Competencies |  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--------------|--|---|--|--|---|
| 3.4          | <b>Advocate for Student Success</b>        | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of students in the school</li> <li>- Make changes to ensure student success</li> </ul>   | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of his/her students</li> <li>- Attempt to remedy obstacles around student achievement</li> <li>- Advocate for students' individualized needs</li> </ul>                                     | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of students</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Advocate for students' needs</li> </ul>  | <ul style="list-style-type: none"> <li>-Teacher rarely or never displays commitment to the education of his/her students.</li> <li>-Teacher accepts failure as par for the course and does not advocate for students' needs.</li> </ul> |
| 3.5          | <b>Engage Families in Student Learning</b> | <p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Strives to form relationships in which parents are given ample opportunity to participate in student learning.</li> <li>- Is available to address concerns in a timely and positive manner.</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Proactively reach out to parents in a variety of ways to engage them in student learning.</li> <li>- Respond in a timely manner to contact from parents.</li> <li>- Engage in a variety of forms of parent outreach.</li> </ul> | <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Respond to contact from parents.</li> <li>- Engage in a variety of parent outreach required by the school.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Proactively reach out to parents to engage them in student learning.</li> </ul> | <p>Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p>  |

#### Domain 4: 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.

| Competency |                                | Does Not Meet Standard   | Meets Standard  | Points  |
|------------|--------------------------------|--|---|---|
|            |                                | Indicator  | Indicator   |   |
| 4.1        | <b>On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)      | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 4.2        | <b>Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)            | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 4.3        | <b>Respect</b>                 | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner  | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner   | Does Not Meet Standard = -.30<br>Meets Standard = 0 |

#### Domain 5: Attendance

| Competency |                                 | Indicator            | Points           |
|------------|---------------------------------|----------------------|------------------|
| 5.1        | <b>Annual Attendance Record</b> | 0 to 4 days absent   | Earns .25 points |
|            |                                 | 4.5 to 7 days absent | Earns .15 points |
|            |                                 | Over 7 days absent   | Earns 0 points   |

\*A pattern of behavior in any of the categories above should be documented along with notification of the teacher over the course of the evaluation time frame. Does not include bereavement or professional days



# **Brown County Schools Principal Effectiveness Rubric**

**Adapted from the Indiana RISE Principal Evaluation Model**



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## Overview

### What is the purpose of the Principal Effectiveness Rubric?

The Principal Effectiveness Rubric was developed for three key purposes:

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

### Who developed the Principal Effectiveness Rubric?

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

## What research and evidence support the Principal Effectiveness Rubric?

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

- Achievement First's *Professional Growth Plan for School Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPPH Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

## How is the Principal Effectiveness Rubric organized?

**The rubric is divided into two domains:**

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

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

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

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

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

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

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

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

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

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

## Domain 1: Teacher Effectiveness

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

| Competency                             | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|--|---|--|--|--|
| <b>1.1 Human Capital Manager</b>       |   |  |  |  |
| 1.1.1<br><b>Hiring and retention</b>   | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul> | <b>Principal recruits, hires, and supports teachers by:</b> <ul style="list-style-type: none"> <li>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;</li> <li>Aligning personnel decisions with the vision and mission of the school.</li> </ul> | <b>Principal recruits, hires, and supports effective teachers by:</b> <ul style="list-style-type: none"> <li>Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;</li> <li>Demonstrating ability to increase some teachers' effectiveness;</li> <li>Occasionally applying the school's vision/mission to HR decisions.</li> </ul> | <b>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</b> <ul style="list-style-type: none"> <li>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions<sup>2</sup>;</li> <li>Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>Rarely or never applying the school's vision/mission to HR decisions.</li> </ul> |
| 1.1.2<br><b>Evaluation of teachers</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>  | <b>Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> </ul>   | <b>Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all</li> </ul>  | <b>Principal <u>does not</u> prioritize and apply teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>Failing to follow all processes and processes outlined in the</li> </ul>  |

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

| Competency |  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|------------|--|--|--|---|--|
|            |  |  | <ul style="list-style-type: none"> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>   | staff members.  | corporation evaluation plan for staff members.   |
| 1.1.3      | <b>Professional development</b>          | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul> | <p><b>Principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul> | <p><b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>Providing learning opportunities with little variety of format;</li> <li>Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>  | <p><b>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>Providing no variety in format of learning opportunities;</li> <li>Failing to provide professional learning opportunities based on evaluation results.</li> </ul>                |
| 1.1.4      | <b>Leadership and talent development</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>Recognizing and celebrating emerging leaders.</li> </ul>   | <p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>Providing formal and informal opportunities to mentor emerging leaders;</li> <li>Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>   | <p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</li> </ul> | <p><b>Principal <u>does not</u> develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>Rarely or never provides mentorship to emerging leaders;</li> <li>Providing no support and encouragement of leadership and growth;</li> <li>Frequently assigns responsibilities without allocating necessary authority.</li> </ul> |
| 1.1.5      | <b>Delegation</b>                        | <b>At Level 4, a principal fulfills the</b>  | <b>Principal delegates tasks and</b>   | <b>Principal delegates tasks and</b>  | <b>Principal <u>does not</u> delegate tasks</b>  |

| Competency |  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|------------|--|---|--|--|---|
|            |  | <b>criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Encouraging and supporting staff members to seek out responsibilities;</li> <li>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>  | <b>responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Monitoring the progress towards success of those to whom delegations have been made;</li> <li>– Providing support to staff members as needed.</li> </ul>  | <b>responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>– Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>– Providing support, but not always as needed.</li> </ul> | <b>and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>– Rarely or never providing support.</li> </ul> |
| 1.1.6      | <b>Strategic assignment<sup>3</sup></b>                                  | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.</li> </ul> | <b>Principal uses staff placement to support instruction by:</b> <ul style="list-style-type: none"> <li>– Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students;</li> <li>– Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul> | <b>Principal uses staff placement to support instruction by:</b> <ul style="list-style-type: none"> <li>– Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.</li> </ul>   | <b>Principal <u>does not</u> use staff placement to support instruction by:</b> <ul style="list-style-type: none"> <li>– Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.</li> </ul>  |
| 1.1.7      | <b>Addressing teachers who are in need of improvement or ineffective</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>   | <b>Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> <li>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>   | <b>Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> <li>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>   | <b>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Rarely or never monitoring the success of remediation plans;</li> <li>– Rarely or never following statutory and contractual</li> </ul>     |

<sup>3</sup> This indicator obviously assumes there is ability of leader to make these decisions.

| Competency | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1)  |
|------------|----------------------|---------------|---------------------------|--|
|            |                      |               |                           | 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     | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"><li>Defining long, medium, and short-term goals based on of the vision and/or mission of the district;</li><li>Monitoring and measuring progress toward the school’s vision and/or mission;</li><li>Frequently revisiting and discussing the vision and/or mission.</li><li>Cultivating complete commitment to and ownership of the district’s vision and/or mission fully within the school and that spreads to other stakeholder groups.</li></ul> | <p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"><li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li><li>Defining specific instructional and behavioral actions linked to the school’s vision and/or mission;</li><li>Ensuring all key decisions are aligned to the vision and/or mission;</li><li>Cultivating commitment to and ownership of the school’s vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.</li></ul> | <p><b>Principal supports a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"><li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li><li>Making significant key decisions without alignment to the vision and/or mission;</li><li>Cultivating a level of commitment to and ownership of the school’s vision and/or mission that encapsulates some, but not all, teachers and students.</li></ul> | <p><b>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</b></p> <ul style="list-style-type: none"><li>Failing to adopt a school-wide instructional vision and/or mission;</li><li>Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li><li>Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</li></ul> |
| 1.2.2                        | Classroom observations | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"><li>Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;</li><li>Monitoring the impact of feedback provided to teachers.</li></ul>   | <p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"><li>Visiting all teachers frequently (announced and unannounced) to observe instruction;</li><li>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li><li>Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li></ul>  | <p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"><li>Occasionally visiting teachers to observe instruction;</li><li>Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li><li>Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li></ul>  | <p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"><li>Rarely or never visiting teachers to observe instruction;</li><li>Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li><li>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li></ul>                                     |
| 1.2.3                        | Teacher collaboration  | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p>  | <p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"><li>Establishing a culture of collaboration with</li></ul>   | <p><b>Principal supports teacher collaboration by:</b></p>  | <p><b>Principal <u>does not</u> support teacher collaboration by:</b></p>  |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  | <ul style="list-style-type: none"> <li>Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>Tracking best collaborative practices to solve specific challenges;</li> <li>Holding collaborating teams accountable for their results.</li> </ul> | <p>student learning and achievement at the center as evidenced by systems such as common planning periods;</p> <ul style="list-style-type: none"> <li>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul> | <ul style="list-style-type: none"> <li>Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul> | <ul style="list-style-type: none"> <li>Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul> |
|--|--|---|---|---|---|

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



|              |   |   |  |  |   |
|--------------|---|---|--|--|---|
|              |   |   | <p>school-wide progress on SLOs;</p> <ul style="list-style-type: none"> <li>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>  | <p>measure progress towards SLOs.</p>  |   |
| <b>1.3.2</b> | <b>Rigorous Student Learning Objectives</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</li> </ul> | <p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Ensuring teachers' SLOs define desired outcomes;</li> <li>Ensuring assessments used correspond to the appropriate state content standards;</li> <li>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> <li>Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul> | <p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul> | <p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>Failing to assess baseline knowledge of students;</li> <li>Failing to select assessments that are appropriately aligned to content standards.</li> </ul>   |
| <b>1.3.4</b> | <b>Instructional time</b>                   | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>  | <p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>Removing major sources of distractions of instructional time;</li> <li>Promoting the sanctity of instructional time;</li> <li>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>   | <p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>Removing some major sources of distractions of instructional time;</li> <li>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>  | <p><b>Principal <u>does not</u> support instructional time by:</b></p> <ul style="list-style-type: none"> <li>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>Rarely or never promoting the sanctity of instructional time;</li> <li>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul> |

## Domain 2: Leadership Actions

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

| Competency            | Highly Effective (4)              | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |   |
|-----------------------|-----------------------------------|--|---|---|---|
| 2.1 Personal Behavior |                                   |  |   |   |   |
| 2.1.1                 | Professionalism                   | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"><li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li><li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li></ul> | <p>Principal displays professionalism by:</p> <ul style="list-style-type: none"><li>Modeling professional, ethical, and respectful behavior at all times;</li><li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li></ul>   | <p>Principal supports professionalism by:</p> <ul style="list-style-type: none"><li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li><li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li></ul> | <p>Principal <b>does not</b> support professionalism by:</p> <ul style="list-style-type: none"><li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li><li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li></ul> |
| 2.1.2                 | Time management                   | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"><li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li><li>Monitoring use of time to identify areas that are not effectively utilized;</li></ul>  | <p>Principal manages time effectively by:</p> <ul style="list-style-type: none"><li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li><li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li></ul> | <p>Principal manages time effectively by:</p> <ul style="list-style-type: none"><li>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li><li>Occasionally prioritizes activities unrelated to student achievement.</li></ul>   | <p>Principal manages time effectively by:</p> <ul style="list-style-type: none"><li>Rarely or never establishing timely objectives or priorities;</li><li>Regularly prioritizing activities unrelated to student achievement;</li></ul>   |
| 2.1.3                 | Using feedback to improve student | <p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p>   | <p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"><li>Actively soliciting feedback and</li></ul>  | <p>Principal uses feedback to improve student performance by:</p>   | <p>Principal <b>does not</b> use feedback to improve student performance by:</p>  |

|              |                                   |  |  |   |  |
|--------------|-----------------------------------|--|--|---|--|
|              | <b>performance</b>                | <ul style="list-style-type: none"> <li>– Developing and implementing systems and mechanisms that generate feedback from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>– Identifying the most efficient means through which feedback can be generated.</li> <li>– Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>   | <ul style="list-style-type: none"> <li>– help from all key stakeholders;</li> <li>– Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>  | <ul style="list-style-type: none"> <li>– Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>– Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>  | <ul style="list-style-type: none"> <li>– Regularly avoiding or devaluing feedback;</li> <li>– Rarely or never applying feedback to shape priorities.</li> </ul>  |
| <b>2.1.4</b> | <b>Initiative and persistence</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Exceeding typical expectations to accomplish ambitious goals;</li> <li>– Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement;</li> <li>– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement.</li> </ul> | <p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Consistently achieving expected goals;</li> <li>– Taking on voluntary responsibilities that contribute to school success;</li> <li>– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul> | <p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Achieving most, but not all expected goals;</li> <li>– Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul> | <p><b>Principal <u>does not</u> display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never achieving expected goals;</li> <li>– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Rarely or never taking risks to support students in achieving results;</li> <li>– Never seeking out potential partnerships.</li> </ul> |

| Competency                        |                           | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|-----------------------------------|---------------------------|--|--|--|---|
| <b>2.2 Building Relationships</b> |                           |  |  |  |   |
| <b>2.2.1</b>                      | <b>Culture of urgency</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>  | <b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>Leading a relentless pursuit of these expectations.</li> </ul>  | <b>Principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>Occasionally leading a pursuit of these expectations.</li> </ul> | <b>Principal <u>does not</u> create an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>  |
| <b>2.2.2</b>                      | <b>Communication</b>      | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>To the extent possible, messaging key concepts in real time;</li> <li>Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul> | <b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul> | <b>Principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging most, but not all, key concepts;</li> <li>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>Utilizing a limited number of means and approaches to communication.</li> </ul>  | <b>Principal <u>does not</u> skillfully and clearly communicate by:</b> <ul style="list-style-type: none"> <li>Rarely or never messaging key concepts;</li> <li>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul> |

|              |   |   |  |   |   |
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| <b>2.2.3</b> | <b>Forging consensus for change and improvement</b> | <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Guides others through change and addresses resistance to that change;</li> <li>– Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>– Creates cultural changes that reflect and support building a consensus for change.</li> </ul> | <b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>– Using effective strategies to work toward a consensus for change and improvement;</li> <li>– Systematically managing and monitoring change processes;</li> <li>– Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul> | <b>Principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>– Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>– Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>– Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul> | <b>Principal <u>does not</u> create a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>– Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>– Rarely or never managing or developing a process for change and/or improvement;</li> <li>– Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul> |
|--------------|---|---|--|---|---|

| Competency                 | Highly Effective (4) | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |  |
|----------------------------|----------------------|---|---|--|--|
| 2.3 Culture of Achievement |                      |   |   |  |  |
| 2.3.1                      | High expectations    | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"><li>– Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li><li>– Benchmarking expectations to the performance of the state’s highest performing schools;</li><li>– Creating systems and approaches to monitor the level of academic and behavior expectations;</li><li>– Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li></ul> | <p><b>Principal creates and supports high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"><li>– Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li><li>– Empowering students to set high and demanding expectations for themselves;</li><li>– Ensuring that students are consistently learning, respectful, and on task;</li><li>– Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li><li>– Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li></ul> | <p><b>Principal creates and supports high academic and behavioral expectations by:</b></p> <ul style="list-style-type: none"><li>– Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li><li>– Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li></ul> | <p><b>Principal <u>does not</u> create or support high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"><li>– Accepting poor academic performance and/or student behavior;</li><li>– Failing to set high expectations or sets unrealistic or unattainable goals.</li></ul> |

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| <b>2.3.2</b> | <b>Academic rigor</b>      | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>   | <p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>   | <p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li> <li>– Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>       | <p><b>Principal <u>has not</u> established academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>– Consistently sets and abandons ambitious academic goals.</li> </ul> |
| <b>2.3.3</b> | <b>Data usage in teams</b> | <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul> | <p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Orchestrating frequent and timely team collaboration for data analysis;</li> <li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul> | <p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally supporting and/or orchestrating team collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul> | <p><b>Principal <u>does not</u> utilize data by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never organizing efforts to analyze data;</li> <li>– Rarely or never applying data analysis to develop action plans.</li> </ul>   |



# **Brown County Schools Assistant Principal Effectiveness Rubric**

**Adapted from the Indiana RISE Model,  
McREL 2009, and the NC State Board of  
Education**

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## Overview

### What is the purpose of the Assistant Assistant Principal Effectiveness Rubric?

The Assistant Principal Effectiveness Rubric was developed for three key purposes:

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

### Who developed the Assistant Principal Effectiveness Rubric?

A representative group of teachers and leaders from across the state, along with staff from the Indiana Department of Education (IDOE), contributed to the development of the Principal rubric. Brown County Schools adapted the rubric for use with Assistant Principals.



## What research and evidence support the Assistant Principal Effectiveness Rubric?

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

- Achievement First's *Professional Growth Plan for School Assistant Principals*
- CHORUS's *Hallmarks of Excellence in Leadership*
- Clay Christensen's *Disrupting Class*
- Discovery Education's *Vanderbilt Assessment of Leadership in Education (VAL-ED)*
- Doug Reeves' *Leadership Performance Matrix*
- Gallup's *Assistant Principal Insight*
- ISLLC's *Educational Leadership Policy Standards*
- Kim Marshall's *Assistant Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Assistant Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Assistant Principals Do Differently*

## How is the Assistant Principal Effectiveness Rubric organized?

**The rubric is divided into two domains:**

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

Discrete competencies within each domain target specific areas that effective Assistant Principals much focus upon.

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

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

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

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

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

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

1. **Training and support:** Administrators responsible for the evaluation of Assistant Principals must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of Assistant Principal effectiveness must be a priority for district administrators, including the superintendent, and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The performance distribution of Assistant Principals must be closely monitored and a vehicle established to declare evaluations invalid if results are inflated.

4. **Decision-making:** Results from the Assistant Principal evaluation must be fully integrated with other district systems and policies and a primary factor in decisions such as how Assistant Principals are assigned and retained, how Assistant Principals are compensated and advanced, what professional development Assistant Principals receive, and when and how Assistant Principals are dismissed.

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

## Domain 1: Teacher Effectiveness

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

| Competency                       |   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|----------------------------------|---|--|--|--|--|
| <b>1.1 Human Capital Manager</b> |   |  |  |  |  |
| 1.1.1                            | <b>Effectively manages the complexity of human interactions so that focus of the school can be student achievement.</b> | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected.</li> <li>Resolves conflicts to ensure the best interest of students and the school result.</li> </ul> | <b>Assistant Principal addresses conflict management and resolution by:</b> <ul style="list-style-type: none"> <li>Resolves school-based problems/conflicts in a fair, democratic way</li> <li>Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues.</li> <li>Discusses with staff and implements solutions to address potentially discordant issues.</li> </ul>  | <b>Assistant Principal addresses conflict management and resolution by:</b> <ul style="list-style-type: none"> <li>Creates processes to resolve problems and/or areas of conflict within the school.</li> </ul>  | <b>Assistant Principal addresses conflict management and resolution by:</b> <ul style="list-style-type: none"> <li>Demonstrates awareness of potential problems and/or areas of conflict within the school.</li> </ul>   |
| 1.1.2                            | <b>Supports the Principal with evaluation of teachers</b>   | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Reflects on allocation of time and implementation of procedures to continuously improve support of the teacher evaluation process.</li> </ul>   | <b>Assistant Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Assuring adequate time and/or resources necessary to support the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul> | <b>Assistant Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Allocating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul> | <b>Assistant Principal <u>does not</u> prioritize and apply teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.</li> </ul> |

| Competency |   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|------------|---|---|---|---|--|
| 1.1.3      | <b>Supports the Principal with planning and implementation of professional development.</b> | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Frequently creates learning opportunities in which highly effective teachers support their peers;</li> <li>– Monitors the impact of implemented learning opportunities on student achievement;</li> <li>– Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul> | <b>Assistant Principal orchestrates professional learning opportunities by:</b> <ul style="list-style-type: none"> <li>– Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>– Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>– Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul> | <b>Assistant Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b> <ul style="list-style-type: none"> <li>– Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>– Providing learning opportunities with little variety of format;</li> <li>– Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul> | <b>Assistant Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b> <ul style="list-style-type: none"> <li>– Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>– Providing no variety in format of learning opportunities;</li> <li>– Failing to provide professional learning opportunities based on evaluation results.</li> </ul> |
| 1.1.4      | <b>Supports the Principal with development of leadership and talent development.</b>        | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>– Recognizing and celebrating emerging leaders.</li> </ul>  | <b>Assistant Principal develops leadership and talent by:</b> <ul style="list-style-type: none"> <li>– Providing formal and informal opportunities to mentor emerging leaders;</li> <li>– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>   | <b>Assistant Principal develops leadership and talent by:</b> <ul style="list-style-type: none"> <li>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>– Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</li> </ul>  | <b>Assistant Principal <u>does not</u> develop leadership and talent by:</b> <ul style="list-style-type: none"> <li>– Rarely or never provides mentorship to emerging leaders;</li> <li>– Providing no support and encouragement of leadership and growth;</li> <li>– Frequently assigns responsibilities without allocating necessary authority.</li> </ul>   |
| 1.1.5      | <b>Delegation of responsibility is used to manage task completion.</b>                      | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Encourages and supports staff members to seek out responsibilities;</li> <li>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>   | <b>Assistant Principal delegates tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Monitoring the progress towards success of those to whom delegations have been made;</li> <li>– Providing support to staff members as needed.</li> </ul>   | <b>Assistant Principal delegates tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>– Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>– Providing support, but not always as needed.</li> </ul>                              | <b>Assistant Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</b> <ul style="list-style-type: none"> <li>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>– Rarely or never providing support.</li> </ul>       |

| Competency |  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|------------|--|--|--|--|--|
| 1.1.6      | <b>Develops and enforces expectations, structures, rules, and procedures for students and staff.</b> | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Systematically monitors issues around compliance with expectations, structures, rules and expectations.</li> <li>– Utilizes staff and student input to resolve such issues.</li> <li>– Regularly reviews the need for changes to expectations, structures, rules and expectations.</li> </ul> | <b>Assistant Principal addresses staff and teachers by:</b> <ul style="list-style-type: none"> <li>– Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.</li> <li>– Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team.</li> </ul>   | <b>Assistant Principal <u>inconsistently</u> addresses staff and students by:</b> <ul style="list-style-type: none"> <li>– Communicating the importance of clear expectations, structures, rules and procedures.</li> <li>– Communicating district and state policy and law.</li> </ul>  | <b>Assistant Principal <u>seldom</u> addresses staff and students by:</b> <ul style="list-style-type: none"> <li>– Communicating rules, district policy or procedures and/or enforcing them.</li> </ul>  |
| 1.1.7      | <b>Supports principal in addressing teachers who are in need of improvement or ineffective</b>       | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>   | <b>Assistant Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> <li>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> | <b>Assistant Principal addresses teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> <li>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> | <b>Assistant Principal <u>does not</u> address teachers in need of improvement or ineffective by:</b> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Rarely or never monitoring the success of remediation plans;</li> <li>– Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul> |

| Competency                          |   | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|-------------------------------------|---|---|--|---|---|
| <b>1.2 Instructional Leadership</b> |   |   |  |   |   |
| 1.2.1                               | <b>Supports mission and vision of district at the school level.</b> | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Defining long, medium, and short-term goals based on of the vision and/or mission of the district;</li> <li>Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>Frequently revisiting and discussing the vision and/or mission.</li> <li>Cultivating complete commitment to and ownership of the district's vision and/or mission fully within the school and that spreads to other stakeholder groups.</li> </ul> | <b>Assistant Principal supports an instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.</li> </ul> | <b>Assistant Principal supports an instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>Making significant key decisions without alignment to the vision and/or mission;</li> <li>Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.</li> </ul> | <b>Assistant Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Failing to adopt a school-wide instructional vision and/or mission;</li> <li>Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.</li> </ul> |
| 1.2.2                               | <b>Supports classroom observation.</b>                              | <b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the Assistant Principal, teachers, and students to be an absolute priority;</li> <li>Monitoring the impact of feedback provided to teachers.</li> </ul>   | <b>Assistant Principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>  | <b>Assistant Principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Occasionally visiting teachers to observe instruction;</li> <li>Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>   | <b>Assistant Principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Rarely or never visiting teachers to observe instruction;</li> <li>Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>                                     |

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| <b>1.2.3</b> | <b>Supports Principal with Teacher collaboration</b> | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>Tracking best collaborative practices to solve specific challenges;</li> <li>Holding collaborating teams accountable for their results.</li> </ul> | <b>Assistant Principal supports teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul> | <b>Assistant Principal supports teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul> | <b>Assistant Principal <u>does not</u> support teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul> |
|--------------|--|--|--|---|--|

| Competency  |   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|---|---|--|--|--|--|
| <b>1.3 Leading Indicators of Student Learning</b> |   |  |  |  |  |
| <b>1.3.1</b>                                      | <b>Supports Principal with planning and developing Student Learning Objectives.</b> | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul> | <b>Assistant Principal supports the planning and development of Student Learning Objectives (SLOs) by:</b> <ul style="list-style-type: none"> <li>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>Collaborating with teachers to identify standards or skills to be assessed;</li> <li>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>Ensuring teachers utilize a tracking</li> </ul> | <b>Assistant Principal supports the creation of Student Learning Objectives (SLOs) by:</b> <ul style="list-style-type: none"> <li>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul> | <b>Assistant Principal <u>does not</u> support the creation of Student Learning Objectives by:</b> <ul style="list-style-type: none"> <li>Failing to organize/provide opportunities for teacher collaboration;</li> <li>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul> |

|              |  |  |   |   |  |
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|              |  |  | tool to show student progress towards SLOs.   |   |  |
| <b>1.3.2</b> | <b>Assists with development of rigorous Student Learning Objectives.</b> | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</li> </ul> | <b>Assistant Principal creates rigor in SLOs by:</b> <ul style="list-style-type: none"> <li>Ensuring teachers' SLOs define desired outcomes;</li> <li>Ensuring assessments used correspond to the appropriate state content standards;</li> <li>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> <li>Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul> | <b>Assistant Principal creates rigor in SLOs by:</b> <ul style="list-style-type: none"> <li>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul> | <b>Assistant Principal creates rigor in SLOs by:</b> <ul style="list-style-type: none"> <li>Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>Failing to assess baseline knowledge of students;</li> <li>Failing to select assessments that are appropriately aligned to content standards.</li> </ul>   |
| <b>1.3.4</b> | <b>Assists in protecting instructional time.</b>                         | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>  | <b>Assistant Principal supports instructional time by:</b> <ul style="list-style-type: none"> <li>Removing major sources of distractions of instructional time;</li> <li>Promoting the sanctity of instructional time;</li> <li>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>   | <b>Assistant Principal supports instructional time by:</b> <ul style="list-style-type: none"> <li>Removing some major sources of distractions of instructional time;</li> <li>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>  | <b>Assistant Principal <u>does not</u> support instructional time by:</b> <ul style="list-style-type: none"> <li>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>Rarely or never promoting the sanctity of instructional time;</li> <li>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul> |



## Domain 2: Leadership Actions

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

| Competency                   |  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|------------------------------|--|---|--|--|--|
| <b>2.1 Personal Behavior</b> |  |   |  |  |  |
| <b>2.1.1</b>                 | <b>Professionalism</b>                               | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> <li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times</li> </ul> | <b>Assistant Principal displays professionalism by:</b> <ul style="list-style-type: none"> <li>Modeling professional, ethical, and respectful behavior at all times;</li> <li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.</li> </ul>   | <b>Assistant Principal supports professionalism by:</b> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li> <li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul> | <b>Assistant Principal <u>does not</u> support professionalism by:</b> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> <li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.</li> </ul> |
| <b>2.1.2</b>                 | <b>Time management</b>                               | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Monitoring use of time to identify areas that are not effectively utilized;</li> </ul>  | <b>Assistant Principal manages time effectively by:</b> <ul style="list-style-type: none"> <li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li> </ul> | <b>Assistant Principal manages time effectively by:</b> <ul style="list-style-type: none"> <li>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li> <li>Occasionally prioritizes activities unrelated to student achievement.</li> </ul>   | <b>Assistant Principal manages time effectively by:</b> <ul style="list-style-type: none"> <li>Rarely or never establishing timely objectives or priorities;</li> <li>Regularly prioritizing activities unrelated to student achievement;</li> </ul>   |
| <b>2.1.3</b>                 | <b>Using feedback to improve student performance</b> | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Developing and implementing systems and mechanisms that generate feedback from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>Identifying the most efficient</li> </ul>  | <b>Assistant Principal uses feedback to improve student performance by:</b> <ul style="list-style-type: none"> <li>Actively soliciting feedback and help from all key stakeholders;</li> <li>Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>     | <b>Assistant Principal uses feedback to improve student performance by:</b> <ul style="list-style-type: none"> <li>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>   | <b>Assistant Principal <u>does not</u> use feedback to improve student performance by:</b> <ul style="list-style-type: none"> <li>Regularly avoiding or devaluing feedback;</li> <li>Rarely or never applying feedback to shape priorities.</li> </ul>   |

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|-------|----------------------------|---|--|---|--|
|       |                            | <p>means through which feedback can be generated.</p> <ul style="list-style-type: none"> <li>– Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>  |  |   |  |
| 2.1.4 | Initiative and persistence | <p><b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Exceeding typical expectations to accomplish ambitious goals;</li> <li>– Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement;</li> <li>– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement.</li> </ul> | <p><b>Assistant Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Consistently achieving expected goals;</li> <li>– Taking on voluntary responsibilities that contribute to school success;</li> <li>– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul> | <p><b>Assistant Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Achieving most, but not all expected goals;</li> <li>– Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul> | <p><b>Assistant Principal <u>does not</u> display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never achieving expected goals;</li> <li>– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Rarely or never taking risks to support students in achieving results;</li> <li>– Never seeking out potential partnerships.</li> </ul> |

| Competency                        |                    | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|-----------------------------------|--------------------|---|--|---|---|
| <b>2.2 Building Relationships</b> |                    |   |  |   |   |
| 2.2.1                             | Culture of urgency | <p><b>At Level 4, an Assistant Principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul> | <p><b>Assistant Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>– Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>– Leading a relentless pursuit of these expectations.</li> </ul> | <p><b>Assistant Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>– Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>– Occasionally leading a pursuit of these expectations.</li> </ul> | <p><b>Assistant Principal <u>does not</u> create an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>– Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>– Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul> |

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| 2.2.2 | Communication                                | <p><b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– To the extent possible, messaging key concepts in real time;</li> <li>– Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>– Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul> | <p><b>Assistant Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>– Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>– Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>– Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul> | <p><b>Assistant Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>– Messaging most, but not all, key concepts;</li> <li>– Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>– Utilizing a limited number of means and approaches to communication.</li> </ul>   | <p><b>Assistant Principal <u>does not</u> skillfully and clearly communicate by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never messaging key concepts;</li> <li>– Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>– Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul> |
| 2.2.3 | Forging consensus for change and improvement | <p><b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Guides others through change and addresses resistance to that change;</li> <li>– Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>– Creates cultural changes that reflect and support building a consensus for change.</li> </ul>  | <p><b>Assistant Principal creates a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>– Using effective strategies to work toward a consensus for change and improvement;</li> <li>– Systematically managing and monitoring change processes;</li> <li>– Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>   | <p><b>Assistant Principal creates a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>– Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>– Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>– Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul> | <p><b>Assistant Principal <u>does not</u> create a consensus for change and improvement by:</b></p> <ul style="list-style-type: none"> <li>– Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>– Rarely or never managing or developing a process for change and/or improvement;</li> <li>– Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>   |

| Competency                        |                            | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|-----------------------------------|----------------------------|---|--|--|--|
| <b>2.3 Culture of Achievement</b> |                            |   |  |  |  |
| <b>2.3.1</b>                      | <b>High expectations</b>   | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li> <li>– Benchmarking expectations to the performance of the state’s highest performing schools;</li> <li>– Creating systems and approaches to monitor the level of academic and behavior expectations;</li> <li>– Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li> </ul> | <b>Assistant Principal creates and supports high academic and behavior expectations by:</b> <ul style="list-style-type: none"> <li>– Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li> <li>– Empowering students to set high and demanding expectations for themselves;</li> <li>– Ensuring that students are consistently learning, respectful, and on task;</li> <li>– Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li> <li>– Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li> </ul> | <b>Assistant Principal creates and supports high academic and behavioral expectations by:</b> <ul style="list-style-type: none"> <li>– Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li> <li>– Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li> </ul> | <b>Assistant Principal <u>does not</u> create or support high academic and behavior expectations by:</b> <ul style="list-style-type: none"> <li>– Accepting poor academic performance and/or student behavior;</li> <li>– Failing to set high expectations or sets unrealistic or unattainable goals.</li> </ul>     |
| <b>2.3.2</b>                      | <b>Academic rigor</b>      | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>  | <b>Assistant Principal establishes academic rigor by:</b> <ul style="list-style-type: none"> <li>– Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>   | <b>Assistant Principal establishes academic rigor by:</b> <ul style="list-style-type: none"> <li>– Creating academic goals that are nearing the rigor required to meet the school’s academic goals;</li> <li>– Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>   | <b>Assistant Principal <u>has not</u> established academic rigor by:</b> <ul style="list-style-type: none"> <li>– Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>– Consistently sets and abandons ambitious academic goals.</li> </ul> |
| <b>2.3.3</b>                      | <b>Data usage in teams</b> | <b>At Level 4, a Assistant Principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>  | <b>Assistant Principal utilizes data by:</b> <ul style="list-style-type: none"> <li>– Orchestrating frequent and timely team collaboration for data analysis;</li> <li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>   | <b>Assistant Principal utilizes data by:</b> <ul style="list-style-type: none"> <li>– Occasionally supporting and/or orchestrating team collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul>   | <b>Assistant Principal <u>does not</u> utilize data by:</b> <ul style="list-style-type: none"> <li>– Rarely or never organizing efforts to analyze data;</li> <li>– Rarely or never applying data analysis to develop action plans.</li> </ul>   |

Indiana School Board Association

# Brown County Schools

## Superintendent Effectiveness Rubric



**1.0 Competency: 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 | <b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>                              | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p> | <p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p> |
| 1.2 | <b>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</b> | <p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>                               | <p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>   | <p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>  | <p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>  |

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| 1.3 | <b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>                                  | The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.   | The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.  | The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.                               | There is no evidence of effort to develop any leadership skills in others.<br><br>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities. |
| 1.4 | <b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>   | <p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p> | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p> | The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.   | The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.   |
| 1.5 | <b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual</b> | <p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects</p>  | The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce   | The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that | <p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not</p>                                      |

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|  | <p><b>and organizational performance.</b></p> <p>the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p> | <p>effective/highly effective performance and highlight the strengths of the administrative team.</p> | <p>improve corporation performance.</p> | <p>constructive.</p> |
|--|--|---|---|----------------------|



**2.0 Competency: 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)   | Needs Improvement (2)   | Ineffective (1)   |
|-----|--|---|---|---|---|
| 2.1 | <b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b> | <p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p> | <p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>   | <p>The superintendent is unaware of or indifferent to the data.</p>   |
| 2.2 | <b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>            | <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p>  | <p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>  | <p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> | <p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to</p> |

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|     |   | <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the need, creates effective interventions, and reports improved results.</p> |   |   | change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.                 |
| 2.3 | <b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b> | <p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>   | The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement. | The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement. | The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement. |

**Competency 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)  |
|-----|---|---|---|---|--|
| 3.1 | <b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b> | The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.  | On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.  | Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.                              | The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| 3.2 | <b>The superintendent organizes time and projects for effective leadership.</b>   | <p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>                                  |

**Competency 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)  |
|-----|--|--|---|--|--|
| 4.1 | <b>The superintendent demonstrates effective communication with parents and community.</b> | <p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p> | <p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p> | <p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p> | <p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p> |

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| 4.2 | <b>The superintendent forges consensus for change and improvement throughout the school corporation.</b>             | <p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>   | <p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>                                 | <p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p> | <p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p> |
| 4.3 | <b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b> | <p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p>   | <p>The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p>  |

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| <b>4.4</b> | <b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b> | The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.   | The superintendent communicates with all school board members periodically.  | The superintendent communicates with selected school board members when needed.  | The superintendent has little communication with the school board outside of meetings.                                       |
| <b>4.5</b> | <b>The superintendent encourages open communication and dialogue with school board members.</b>                                   | <p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p> | The superintendent seeks input and feedback from all school board members on a frequent basis.   | The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent. | The superintendent rarely seeks input from the school board and tends to make unilateral decisions.                          |
| <b>4.6</b> | <b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>      | The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.   | The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision. | The superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.           | The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material. |

**Competency 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.

|            | <b>Indicator</b>  | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>  | <b>Improvement Necessary (2)</b>   | <b>Ineffective (1)</b>  |
|------------|---|--|---|--|---|
| <b>5.1</b> | <b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b> | <p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs</p> | <p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> | <p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs</p> | <p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p> |
| <b>5.2</b> | <b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>  | <p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p>  | <p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire</p>  | <p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>   | <p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent</p>  |

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|            |   | The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.  | community.  |  |  |
| <b>5.3</b> | <b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>                              | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.            | The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs. | The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.                                     | The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.   |
| <b>5.4</b> | <b>The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b> | The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home. | The Superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.                             | The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home. | The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home. |



## 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)   |
|-----|--|---|---|--|---|
| 6.1 | <b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b> | <p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | <p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p> | <p>Some decisions are based on data, but others are the result of personal preference and tradition.</p> | <p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p> |

|            |   |   |   |  |  |
|------------|---|---|---|--|--|
| <b>6.2</b> | <b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b>   | <p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>   | <p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>   | <p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>   | <p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>  |
| <b>6.3</b> | <b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p> | <p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p> |
| <b>6.4</b> | <b>The superintendent provides responsible fiscal stewardship.</b>  | <p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p>  | <p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>  | <p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>  | <p>The superintendent has little proficiency in sound budgetary practices.</p>   |

|     |  |   |  |   |   |
|-----|--|---|--|---|---|
|     |  | <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p> |  |   |   |
| 6.5 | <b>The superintendent demonstrates compliance with legal requirements.</b> | The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.   | The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements. | The superintendent is not respectful of legal standards and/or board policy requirements. | The superintendent is unaware of the legal standards and board policy requirements. |

# **Brown County Schools Assistant Superintendent Effectiveness Rubric**

**Adapted from Plainfield Community School Corporation**



**Domain 1: Human Capital Manager**

The assistant superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

|     | Competency   | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)  |
|-----|--|--|---|---|--|
| 1.1 | Identifies and mentors emerging leaders to assume key leadership responsibilities. | The assistant superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.  | The assistant superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.   | The assistant superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role. | There is no evidence of effort to develop any leadership skills in others.<br><br>Persons under the assistant superintendent's direction are unable or unwilling to assume added responsibilities. |
| 1.2 | Provides evidence of delegation and trust in subordinate leaders.                  | Employees throughout the corporation are empowered in formal and informal ways.<br><br>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.<br><br>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership. | There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.<br><br>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business. | The assistant superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.                                       | The assistant superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.   |

|     | Competency  | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)  | Ineffective (1)   |
|-----|---|--|---|--|---|
| 1.3 | Provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance. | <p>The assistant superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the assistant superintendent's focus on accurate, timely, and specific recognition.</p> <p>The assistant superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the assistant superintendent and administrative team can cite examples of where feedback is used to improve individual and corporation performance.</p> | The assistant superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team. | The assistant superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance. | <p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p> |

**Domain 2: Instructional Leadership**

The assistant 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.

|     | Competency  | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)  |
|-----|---|--|---|---|--|
| 2.1 | Actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement. | <p>The assistant superintendent has a very open and support-seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The assistant superintendent regularly surveys staff and other school community groups in this area regarding their views.</p> | The assistant superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement. | The assistant superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement. | The assistant superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement. |

**Domain 3: Personal Behavior**

The assistant superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

|     | Competency   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)   | Ineffective (1)  |
|-----|--|---|--|---|--|
| 3.1 | The assistant superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others. | The assistant superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.  | On a regular basis the Assistant superintendent has displayed appropriate and professional responses to members of the school community.   | Occasionally the Assistant superintendent has not responded to school community members with acceptable levels of professionalism.                  | The assistant superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community. |
| 3.2 | The assistant Superintendent organizes time and projects for Effective leadership.   | <p>Personal organization allows the assistant superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The assistant superintendent applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the assistant superintendent.</p> <p>Project /task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated</p> <p>he impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or any evidence of lists of milestones and deadlines.</p>   |



**Domain 4: Building Relationships**

The assistant superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

|     | Competency   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|-----|--|---|---|--|--|
| 4.1 | The assistant superintendent forges consensus for change and improvement throughout the school corporation.                | <p>The assistant superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>   | <p>The assistant superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>   | <p>The assistant superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p> | <p>The assistant superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p> |
| 4.2 | The assistant superintendent understands the role of Assistant superintendent in engaging the public controversial issues. | <p>The assistant superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The assistant superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The assistant superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The assistant superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p> | <p>The assistant superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p>   | <p>The assistant superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p>  |

|     | Competency  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|-----|---|--|--|--|--|
| 4.3 | The assistant superintendent encourages open communication and dialogue with school Board members.                              | The assistant superintendent has created an environment where input and feedback from all school board members is both sought and encouraged. The assistant superintendent engages in open discussion with the school board on a consistent basis. | The assistant superintendent seeks input and feedback from all school board members on a frequent basis.   | The assistant superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the assistant superintendent. | The assistant superintendent rarely seeks input from the school board and tends to make unilateral decisions.                          |
| 4.4 | The assistant superintendent provides the school board with a written agenda and background material before each board meeting. | The assistant superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make informed decisions.   | The assistant superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision. | The assistant superintendent creates an agenda that occasionally includes items related to student achievement and provides limited background material.                     | The assistant superintendent creates an agenda that focuses only on operational matters and provides insufficient background material. |

**Domain 5: Culture of Achievement**

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

|     | Competency   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|-----|--|---|---|--|--|
| 5.1 | The assistant superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.                                | The assistant superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.            | The assistant superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs. | The assistant superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.                                     | The assistant superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.   |
| 5.2 | The assistant superintendent guides building-level staff to build productive and respectful relationships with parents / guardians and engage them in their children's learning. | The assistant superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home. | The assistant superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.                             | The assistant superintendent sets general expectations and provides occasional support for administration to engage families in supporting their children's learning at school and home. | The assistant superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home. |

**Domain 6: Organizational, Operational, and Resource Management**

The assistant superintendent leverages organizational, operational, and resource management skills, to support school corporation improvement and achieve desired educational outcomes.

|     | Competency  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|-----|---|--|--|---|---|
| 6.1 | The assistant superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices. | <p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The assistant superintendent can cite specific examples of practices that have been changed, discontinued, and/or imitated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporation, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data. | Some decisions are based on data, but others are the result of personal preference and tradition. | Data is rarely used for decisions. The predominant decision making methodology is mandated from the assistant superintendent or based on what is popular. |

|     | Competency   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|-----|--|---|--|--|--|
| 6.2 | The assistant superintendent demonstrates personal proficiency in technology Implementation and utilization.   | <p>The assistant superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The assistant superintendent serves as a model for technology implementation.</p>   | <p>The assistant superintendent personally uses email, work processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The assistant superintendent Utilizes technology within his/her daily responsibilities.</p>  | <p>The assistant superintendent mastered some, but not all, software required for proficient performance.</p> <p>The assistant superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>   | <p>The assistant superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the assistant superintendent taking a personal initiative to learn new technology.</p>  |
| 6.3 | The assistant superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary | <p>The assistant superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Staff members have a working knowledge of procedures.</p> <p>The assistant superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plan, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p> | <p>The assistant superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster. Periodic review of these procedures is in place.</p> <p>The assistant superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The assistant superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The assistant superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p> | <p>The assistant superintendent has limited or not procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The assistant superintendent pays little or not attention to the oversight of the safe and efficient operation of the corporation.</p> |
| 6.4 | The assistant superintendent provides responsible fiscal stewardship.  | The assistant superintendent regularly saves fiscal resources for the corporation and reallocated those resources to help the corporation achieve its strategic priorities.   | The assistant superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.  | The assistant superintendent lacks proficiency in using budget to focus resources on strategic priorities.   | The assistant superintendent has little proficiency in sound budgetary practices   |

|     |   |  |   |   |  |
|-----|---|--|---|---|--|
|     |   | Results indicate the positive impact of reallocated resources in achieving strategic priorities.<br>The assistant superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources. |   |   |  |
| 6.5 | The assistant superintendent demonstrates compliance with legal requirements. | The assistant superintendent demonstrates compliance with legal requirements.  | The assistant superintendent demonstrates compliance with legal requirements. | The assistant superintendent is not respectful of legal standards and/or board policy requirements. | The assistant superintendent is unaware of the legal standards and board policy requirements |



# **Brown County Schools Director of Student Services Effectiveness Rubric**

**Adapted from the SSJCSS 2012-13 Rubric for Evaluating and Enhancing  
Professional Practice for Directors of Special Education**

**November 12, 2012 Version**

## SPECIAL EDUCATION ADMINISTRATOR EFFECTIVENESS RUBRIC 2012-13

### DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

| Competencies |  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|--------------|--|--|--|---|---|
| 1.1          | <b>Recruits, hires and Retains Quality Employees</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed.</p> <p>Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary.</p> | <p><b>The special education administrator:</b></p> <p>Consistently uses a candidate's displayed level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions</p> <p>Demonstrates the ability to maintain and retain effective and highly effective personnel.</p> <p>Aligns personnel decisions with the vision and mission of the co-op.</p> <p>Follows all hiring procedures appropriately.</p> <p>Finds replacements for open positions in a timely manner.</p> <p>Hires staff with appropriate licensing/credentials</p> <p>Communicates with HR Coordinator and shares accurate information with the candidate</p> <p>Provides appropriate follow-up after recommending employment</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |



| Competencies |   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|--------------|---|---|---|--|--|
| 1.2          | Effectively carries out personnel evaluation procedures                       | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process.</p>   | <p><b>The special education administrator:</b></p> <p>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building.</p> <p>Uses evaluations to credibly differentiate the performance of personnel</p> <p>Follows processes and procedures outlined in the corporation evaluation plan for all staff members.</p>                         | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |
| 1.3          | Provides meaningful Professional Development for co-op and district personnel | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Frequently creates learning opportunities in which highly effective Personnel support their peers.</p> <p>Monitors the impact of implemented learning opportunities on student achievement.</p> <p>Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources.</p> | <p><b>The special education administrator:</b></p> <p>Provides learning opportunities to personnel aligned to professional needs and the strategic plan.</p> <p>Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</p> <p>Provides differentiated learning opportunities to Personnel based on evaluation results.</p> | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |

| Competencies |   | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--------------|---|--|---|---|---|
| 1.4          | <b>Provides Leadership for Talent Development</b>   | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Encourages and supports Personnel leadership and progression on career ladders.</p> <p>Systematically provides opportunities for emerging leaders to distinguish themselves.</p> <p>Recognizes and celebrating emerging leaders.</p> | <p><b>The special education administrator:</b></p> <p>Provides formal and informal opportunities to mentor emerging leaders.</p> <p>Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities.</p> <p>Provides appropriate recommendations for performance improvement for those rated ineffective or needs improvement.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |
| 1.5          | <b>Delegates responsibilities to assist in the effective operation of the organization.</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Encourages and supports staff members to seek out additional responsibilities.</p>   | <p><b>The special education administrator:</b></p> <p>Determines which tasks are appropriate for delegation and which are not</p> <p>Seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness</p> <p>Monitors the progress towards success of those to whom delegations have been made</p> <p>Provides support to staff members as needed.</p>   | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies |                                 | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|--------------|---------------------------------|---|---|--|--|
| 1.6          | Strategically assigns personnel | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision.</p> | <p><b>The special education administrator:</b></p> <p>Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals, and maximizes achievement for all students.</p> <p>Strategically assigns support staff to Personnel and classes as necessary to support student achievement.</p> <p>Implements a system for accurately projecting caseloads for hiring and assignment purposes.</p> <p>Always considers the best interest of the students, the co-op and local districts when making staff assignments.</p> <p>Reacts promptly when assignment changes are needed.</p> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| Competencies |  | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--------------|--|--|---|---|---|
| 1.7          | <b>Addresses Personnel Who are in Need of Improvement or are Ineffective</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Stays in frequent communication with Personnel on remediation plans to ensure necessary support.</p> <p>Tracks remediation plans in order to inform future decisions about effectiveness of certain supports.</p>            | <p><b>The special education administrator:</b></p> <p>Develops remediation plans with personnel rated as ineffective or in need of improvement.</p> <p>Monitors the success of remediation plans.</p> <p>Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel.</p>  | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |
| 1.8          | <b>Conducts Personnel Observations as required by evaluation system</b>      | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by all personnel as absolute priorities.</p> <p>Monitors the impact of feedback provided to teachers.</p> | <p><b>The special education administrator:</b></p> <p>Visits all personnel frequently (announced and unannounced) to observe instruction/treatment.</p> <p>Analyzes student data with personnel to drive instruction and evaluate instructional quality.</p> <p>Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data.</p> <p>Observes personnel at case conferences.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies |                                      | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|--------------|--------------------------------------|---|---|--|--|
| 1.9          | Establishes Culture of Collaboration | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Monitors collaborative efforts to ensure a constant focus on student learning.</p> <p>Tracks best collaborative practices to solve specific challenges.</p> <p>Holds collaborating teams accountable for their results.</p> | <p><b>The special education administrator:</b></p> <p>Establishes a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods.</p> <p>Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving.</p> <p>Aligns collaborative efforts to the school's vision/mission.</p> <p>Establishes and provides for ongoing collaboration across special education areas/corporations.</p> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

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

| Competencies |  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|--------------|--|--|--|--|--|
| 2.1          | Supports personnel in establishing student learning objectives (SLO) | <p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Utilizes SLOs as the basis of developing program goals.</p> <p>Communicates the purpose and progress towards SLOs with community members, parents, and other stakeholders.</p> <p>Ensuring students are aware of and can communicate the academic expectations inherent in SLOs.</p> <p>Empowers personnel, and students to participate in the monitoring of progress towards SLOs.</p> <p>Revisits the use and design of personnel and school-wide tracking tools.</p> | <p>The special education administrator:</p> <p>Collaborates with Personnel to identify skills to be assessed that are aligned with state standards.</p> <p>Collaborates with Personnel to develop/select assessments to evaluate overall student progress.</p> <p>Requires personnel to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account.</p> <p>Systematically works with personnel to monitor and revisit SLOs throughout year as necessary.</p> <p>Ensures personnel utilizes a tracking tool to show student progress towards SLOs.</p> | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |

| Competencies |   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|--------------|---|---|--|--|--|
| 2.2          | Ensures SLOs meet standards outlined in evaluation system | <p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Utilizes rigorous SLOs to define and lead a school's culture and sense of urgency.</p> <p>Establishes an on-going culture of looking at data and progress towards SLOs by involving all personnel in school meetings to talk about data and instructional practices.</p> | <p><b>The special education administrator:</b></p> <p>Ensures SLOs define desired measureable outcomes.</p> <p>Ensures assessments are appropriate for measuring progress on SLOs.</p> <p>Ensures outcomes are benchmarked to high expectations</p> <p>Ensures an analysis of previous year's student performance is included in the development of SLOs.</p> <p>Ensures SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</p> | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |

| Competencies |  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|--------------|--|--|--|--|--|
| 2.3          | Promotes effective use of Instructional Time | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</p>                   | <p><b>The special education administrator:</b></p> <p>Removes all sources of distractions of instructional time.</p> <p>Promotes the sanctity of instructional time.</p> <p>Ensures every minute of instructional time is maximized in the service of student learning.</p> <p>Develops and maintain efficient policies/procedures that keep personnel in front of students to the greatest extent possible.</p> | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |
| 2.4          | Expects Academic Rigor                       | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Creates systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</p> | <p><b>The special education administrator:</b></p> <p>Creates ambitious academic goals and priorities that are accepted as fixed and immovable.</p> <p>Supports rigor in learning for all students.</p>  | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |



| Competencies |                                   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)  | Ineffective (1)  |
|--------------|-----------------------------------|---|--|--|--|
| 2.5          | Promotes comprehensive data usage | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Data used as basis of decision making is transparent and communicated to all stakeholders;</p> <p>Monitors the use of data in formulating action plans to identify areas where additional data is needed.</p> | <p><b>The special education administrator:</b></p> <p>Orchestrates frequent and timely team collaboration for data analysis.</p> <p>Develops and supports others in formulating action plans for immediate implementation that are based on data analysis.</p> | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |

**DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES**

| Competencies |  | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--------------|--|--|---|---|---|
| 3.1          | <b>Creates and supports the Mission and Vision of the organization</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Defines long, medium, and short-term application of the vision and/or mission.</p> <p>Monitoring and measuring progress toward the school's vision and/or mission;</p> <p>Frequently revisits and discussing the vision and/or mission to ensure appropriateness and rigor;</p> <p>Cultivates complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.</p> | <p><b>The special education administrator:</b></p> <p>Assists in creating a vision and/or mission for the co-operative</p> <p>Defines specific instructional and behavioral actions linked to the-co-op's vision and/or mission.</p> <p>Ensures all key decisions are aligned to the vision and/or mission of the co-op.</p> <p>Cultivates a commitment to and ownership of the co-op's vision and/or mission within the majority of the personnel and students</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies |   | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--------------|---|--|---|---|---|
| 3.2          | <b>Exhibits Professionalism</b>                                   | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community.</p> <p>Creates mechanisms, systems, and/or incentives to motivate students (when appropriate) and colleagues to display professional, ethical, and respectful behavior at all times.</p> | <p><b>The special education administrator's:</b></p> <p>Models professional, ethical, and respectful behavior.</p> <p>Expects students and colleagues to display professional, ethical, and respectful behavior at all times.</p> <p>Articulates and communicates appropriate behavior to all personnel.</p> <p>Upholds all of the policies and procedures of the assigned school and SSJCSS-</p> <p>Interpersonal conduct with subordinates, colleagues and supervisor is supportive, cordial, collaborative and respectful.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |
| 3.3          | <b>Establishes procedures and expectation for Time Management</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives;</p> <p>Monitors use of time to identify areas that are not effectively utilized;</p>  | <p><b>The special education administrator:</b></p> <p>Establishes yearly, monthly, weekly, and daily priorities and objectives.</p> <p>Identifies and consistently prioritizes activities with the highest-leverage on student achievement.</p> <p>Uses time efficiently, focusing on priorities and objectives.</p>  | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies |   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--------------|---|---|---|---|---|
| 3.4          | <b>Uses Feedback to Improve Student Performance</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve student performance.</p> <p>Identifies the most efficient means through which feedback can be generated.</p> <p>Establishes “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</p> | <p><b>The special education administrator:</b></p> <p>Actively solicits feedback and help from colleagues and stakeholders</p> <p>Acts upon feedback to shape strategic priorities to be aligned to student achievement/ progress</p>   | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |
| 3.5          | <b>Forges Consensus for Change and Improvement</b>  | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Guides others through change and addresses resistance to that change.</p> <p>Monitors the success of strategies and revises based on strengths and weaknesses.</p> <p>Creates cultural changes that reflect and support building a consensus for change.</p>  | <p><b>The special education administrator:</b></p> <p>Uses effective strategies to work toward a consensus for change and improvement;</p> <p>Systematically manages and monitors change processes;</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies |                                     | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|--------------|-------------------------------------|--|---|--|--|
| 3.6          | Exhibits Initiative and Persistence | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Exceeds typical expectations to accomplish ambitious goals.</p> <p>Regularly identifies, communicates, and addresses the school's most significant obstacles to student achievement.</p> <p>Engages with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.</p> | <p><b>The special education administrator:</b></p> <p>Consistently achieves expected goals.</p> <p>Takes on voluntary responsibilities that contribute to school success.</p> <p>Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student growth or achievement.</p> <p>Seeks out potential partnerships with groups and organizations with the intent of increasing student growth or achievement.</p> | <p><b>The special education administrator meets most, but not all of the effective elements.</b></p> | <p><b>The special education administrator meets few or none of the effective elements.</b></p> |

| Competencies |   | Highly Effective (4)  | Effective (3)   | Needs Improvement (2)  | Ineffective (1)  |
|--------------|---|---|---|--|--|
| 3.7          | Promotes a Culture of Urgency and High Expectations | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Celebrates progress while maintaining a focus on continued improvement.</p> <p>Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations.</p> <p>Creates systems and approaches to monitor the level of academic and behavior expectations.</p> | <p><b>The special education administrator's:</b></p> <p>Emphasizes the importance of high expectations for ALL students and the imminent need for increased student achievement.</p> <p>Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding.</p> <p>Leads a relentless pursuit of high expectations for both students and personnel.</p> <p>Empowers personnel and staff to set high and demanding academic and behavior expectations for every student.</p> <p>Encourages staff to grow professionally and utilize newly learned information.</p> <p>Ensures the use of practices with proven effectiveness.</p> <p>Sets clear expectations for instructional practices.</p> | The special education administrator meets most, but not all of the effective elements. | The special education administrator meets few or none of the effective elements. |

| Competencies |                                    | Highly Effective (4)   | Effective (3)   | Needs Improvement (2)   | Ineffective (1)   |
|--------------|------------------------------------|--|---|---|---|
| 3.8          | <b>Communicates Professionally</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>To the extent possible, messages key concepts in real time.</p> <p>Tracks the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate and identifying the most appropriate channel of communicating in specific situations.</p> | <p><b>The special education administrator:</b></p> <p>Messages key concepts, such as the school's goals, needs, plans, success, and failures.</p> <p>Interacts with a variety of stakeholders, including students, families, community groups, central office, associations, etc.</p> <p>Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, emails, newsletters, websites, etc.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

| Competencies |   | Highly Effective (4)  | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|--------------|---|---|--|---|---|
| 3.9          | <b>Provides Special Education Information, Direction and Guidance for Compliance Purposes</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Creates effective appeals to State when appropriate.</p> <p>Plans for and implements effective change when errors have been made.</p> <p>Successfully negotiates resolutions.</p> | <p><b>The special education administrator:</b></p> <p>Remains current about mandates, procedures and responsibilities (including Continuous Improvement Monitoring).</p> <p>Provides accurate information on mandates, procedures and responsibilities to school leaders and other personnel.</p> <p>Recommends appropriate course of action on program and service issues.</p> <p>Provides quality staff to support local special education programs.</p> <p>Assists schools with responses to compliance issues and the development of action plans.</p> <p>Assist schools with complaints, resolutions and due process hearings as necessary.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |



| Competencies |  | Highly Effective (4)   | Effective (3)  | Needs Improvement (2)   | Ineffective (1)   |
|--------------|--|--|--|---|---|
| 3.10         | <b>The Executive Director Effectively Supports all Governing Board Functions</b> | <p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Establishes and monitors effective strategic plan for the co-op.</p> <p>Develops and streamlines systems of communication to all co-op and district administrators and special education personnel.</p> <p>Takes the lead in establishing a comprehensive and coordinated professional development plan for co-op and district administrators and special education personnel.</p> | <p><b>The special education administrator:</b></p> <p>Manages all personnel, policy and procedural matters and brings recommendations about these matters to the Governing Board.</p> <p>Efficiently and effectively manages changes to facility, transportation and other operational matters.</p> <p>Acts on behalf of the Governing Board in any matter not covered by Governing Board Policy.</p> <p>Establishes annual budget and maintains efficient procedures and effective controls over all financial matters.</p> | <b>The special education administrator meets most, but not all of the effective elements.</b> | <b>The special education administrator meets few or none of the effective elements.</b> |

**DOMAIN 4: CORE PROFESSIONALISM** - These indicators illustrate the minimum competencies expected in any profession.

| Indicator |                         | Meets Standard  | Does Not Meet Standard   | Each area that does not meet standard yields a .2 deduction from total score. |
|-----------|-------------------------|---|--|---|
| 1         | Attendance              | Special education administrator has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. | Special education administrator has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement.                       |   |
| 2         | On-Time Arrival         | Special education administrator has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences.                              | Special education administrator has demonstrated a pattern of unexcused late arrivals or early departures.   |   |
| 3         | Policies and Procedures | Special education administrator follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines).    | Special education administrator has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). |   |
| 4         | Respect                 | Special education administrator interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.                      | Special education administrator has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.                |   |
| 5         | Ethical                 | Special education administrator performs the function of the job in an ethical manner and maintains confidentiality at all times.                                       | Special education administrator has demonstrated a pattern of performing the function of the job in an unethical manner and/or breaks confidentiality requirements.  |   |

# **Brown County Schools Elementary School Counselor Effectiveness Rubric**

**Adapted from the Indiana School Counselor Association (ISCA)**



- I. Overview
- II. Effectiveness Rubric
  - a. Domain 1: Purposeful Planning
  - b. Domain 2: Elementary Counseling Services
  - c. Domain 3: Leadership
  - d. Domain 4: Core Professionalism
- III. Summary and Rating

### **What is the purpose of the Elementary School Counseling Rubric?**

The Elementary School Counseling Effectiveness Rubric was developed for three key purposes:

- 1. To shine a spotlight on great elementary school counselors:  
The rubric is designed to assist administrators in their effort to increase elementary school counseling effectiveness.
- 2. To provide clear expectations for elementary school

counselors: The rubric defines and prioritizes the actions that effective elementary school counselors use to enable students to fully benefit from education.

- 3. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assisting elementary counseling effectiveness along four discrete ratings.

### **How is the Elementary School Counseling Rubric organized?**

Elementary school counseling services will be evaluated under the following four domains of effectiveness:

- Domain 1: Purposeful Planning
- Domain 2: Elementary Counseling Services
- Domain 3: Leadership
- Domain 4: Core Professionalism

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

## DOMAIN 1: Purposeful Planning

Elementary school counselors utilize community data, knowledge of current trends, and standards to develop a plan that highlights the social, emotional, behavioral, and mental health needs of the students within service schools.

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

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

| Competency | 1.1 | 1.2 | 1.3 | 1.4 |
|------------|-----|-----|-----|-----|
| Score      |     |     |     |     |

## DOMAIN 2: Elementary Counseling Services

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

| Competency                       | Highly Effective (4)   | Effective (3)   | Improvement Needed (2)  | Ineffective (1)   |
|----------------------------------|--|---|---|---|
| 2.1 <b>Intervention Services</b> | 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.  |
| 2.2 <b>Prevention Services</b>   | 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 and families in identifying resources, and implements prevention programming for students. | The school counselor often explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, provides adult assistance and professional help, assists students and families 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 and families in identifying school and community resources, or implements 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 or families to identify resources or implement any prevention programming for students. |



|     |                            |   |  |  |   |
|-----|----------------------------|---|--|--|---|
| 2.3 | <b>Referral Services</b>   | <p>The school counselor is highly effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>The school counselor meets the evidence of Level 3 as well as the following: The school counselor consistently maps community resources, developing relations and partnerships with these community services in order to better meet the needs of the school community.</p> | <p>The school counselor is effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>The school counselor responds promptly to referral from parents, staff and the community for counseling services and knows many of the local community resources.</p> <p>The school counselor has a recognized and confidential protocol for receiving or making referrals.</p> | <p>The school counselor needs improvement in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</p> <p>The school counselor typically does <b>not</b>: consistently implement a recognized and confidential referral process.</p> | <p>The school counselor is ineffective in identifying referral resources, facilitating the process of referral and following up on student/family referrals.</p> <p>School counselor has no recognized protocol for receiving or making referrals and gives little regard to confidentiality.</p> |
| 2.4 | <b>Assessment Services</b> | <p>The school counselor is highly effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to identify appropriate interventions.</p>   | <p>The school counselor is effective in assessing the needs of the school-wide community, sub-groups of students and individual clients utilizing appropriate, culturally competent assessment techniques and instruments to determine the appropriate intervention.</p>   | <p>The school counselor needs improvement in assessing the needs of the school-wide community, sub-groups of students and individual clients utilizing appropriate, culturally competent assessment techniques and instruments to determine the appropriate intervention.</p>                      | <p>The school counselor is ineffective in assessing the needs of the school-wide community, sub-groups of students and individual clients utilizing appropriate assessment techniques to determine the appropriate intervention.</p>  |

| Competency | 2.1 | 2.2 | 2.3 | 2.4 |
|------------|-----|-----|-----|-----|
| Score      |     |     |     |     |

## DOMAIN 3: Leadership

School counselors grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program.

| Competency                              | Highly Effective (4)  | Effective (3)   | Improvement Needed (2)   | Ineffective (1)   |
|---|---|---|--|---|
| 3.1 <b>Contribute to School Culture</b> | At Level 4 the school counselor fulfills all criteria for Level 3 and additionally may: seek out leadership roles and go above and beyond in making time for developing and supporting major school initiatives.  | The school counselor will: contribute ideas and expertise to further the schools' mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives.   | The school counselor will: contribute occasional ideas and expertise to further the schools' mission and initiatives.<br><br>The school counselor typically does <b>not</b> : use time efficiently to allow for opportunities to support initiatives to improve the culture of the school.                                     | The school counselor rarely or never provides ideas aimed at improving school efforts.<br><br>The school counselor dedicates little or no time outside of school time towards helping students and peers. |
| 3.2 <b>Collaborate with Peers</b>       | At Level 4 a school counselor fulfills the criteria for Level 3 and additionally may: work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups such as their professional organization. | The school counselor will seek out and participate in regular opportunities to work with and learn from others, ask for assistance when needed and provide assistance to others in need and seek to provide other school professionals with assistance when needed. | The school counselor will participate in occasional opportunities to work with and learn from others, and ask for assistance when needed.<br>The school counselor does <b>not</b> : seek to provide other school professionals with assistance when needed OR seek out opportunities to work collaboratively with other school | The school counselor rarely or never participates in opportunities to work with others. The school counselor works in isolation and is not a team player.   |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
|     |   |  |  | professionals to develop a student assistance plan for the school.   |  |
| 3.3 | <b>Seek Professional Skills and Knowledge</b> | At Level 4, a school counselor fulfills the criteria for Level 3 and additionally may: regularly share newly learned knowledge and practices with others, and seek out opportunities to lead professional development sessions.      | The school counselor will: actively pursue opportunities to improve knowledge and practice, seek out ways to implement new concepts into school counseling practice where applicable and welcome constructive feedback to improve practices. | <p>The school counselor will: attend all mandatory professional development opportunities.</p> <p>The school counselor typically does <b>not</b>: actively pursue optional professional development opportunities, seek out ways to implement new concepts into school counseling practice , or accept constructive feedback well.</p> | <p>The school counselor rarely or never attends professional development opportunities.</p> <p>The school counselor shows little or no interest in new ideas, programs, or workshops to improve school counseling skills.</p>                  |
| 3.4 | <b>Advocate for Student Success</b>           | At Level 4, the school counselor fulfills the criteria for Level 3 and additionally may: display commitment to the educational success of all the students in the school, and make changes and take risks to ensure student success. | The school counselor will: display commitment to the educational success of all of his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs.                         | <p>The school counselor will: display commitment to the educational success of all his/her student clients.</p> <p>The school counselor typically does <b>not</b>: advocate for students' needs.</p>   | <p>The school counselor rarely or never displays commitment to the educational success of his/her student clients.</p> <p>The school counselor accepts the obstacles to student success and does not advocate for students or their needs.</p> |

|     |   |  |  |   |  |
|-----|---|--|--|---|--|
| 3.5 | <b>Engage Families and the Community in Student Achievement</b> | At Level 4, a school counselor fulfills the criteria for Level 3 and additionally: strives to form relationships in which parents are given ample opportunity to participate in student achievement, and is available to address concerns in a timely manner, when necessary, outside of required outreach events. | The school counselor will: proactively reach out to parents and the community in a variety of ways to engage them in student achievement, respond promptly to contact from parents, and engage in all forms of parent outreach required by the school. | The school counselor will: respond to contact from parents, and engage in all forms of parent outreach required by the school.<br><br>The school counselor typically does <b>not</b> : Pro-actively reach out to parents and the community to engage them in student achievement. | The school counselor rarely or never reaches out to parents and/or the community and frequently does not respond to contacts from parents. |
|-----|---|--|--|---|--|

| Competency | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 |
|------------|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |



# Brown County Schools School Librarian Effectiveness Rubric

**Domains 4 and 5 have been Adapted for Brown County Schools and been removed from this document**

**November 12, 2012 Version**

# **Association of Indiana School Library Educators**

## **School Librarian Evaluation Rubric**



This document in its entirety is endorsed by the Association for Indiana School Library Educators (AISLE). Any changes must be approved by the local school administration and the Indiana Department of Education. Please contact Robyn Young ([ryoung@avon-schools.org](mailto:ryoung@avon-schools.org)) or Denise Keogh ([dkeogh@tcsc.k12.in.us](mailto:dkeogh@tcsc.k12.in.us)) for questions specific to this rubric.

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

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

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

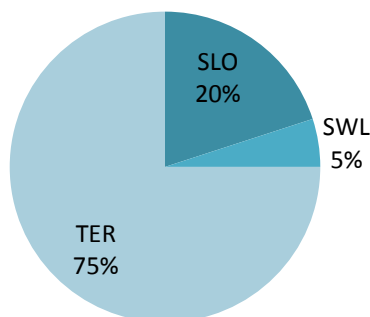
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

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

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

|          |      |
|----------|------|
| Domain 1 | 30%  |
| Domain 2 | 40 % |
| Domain 3 | 30%  |

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



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

### **SLO Options for School Librarians**

From the Indiana Department of Education:

Under the Indiana evaluation law (Indiana Code 20-28-11.5), which governs all certificated employee evaluations, *no one is required to use SLOs*. What *is required* is that objective measures of student achievement must *significantly inform* the evaluation of each certificated employee. The law does not define “significant”, and local school corporations need to define what “significant” looks like in the summative evaluation metrics for their employees.

In RISE, which is the optional state model for teacher evaluation, classroom teachers are required to set SLOs. Please note, the RISE teacher evaluation and development system was really designed to evaluate classroom teachers, and not specifically designed to evaluate other professionals in the schools who are not specifically assigned students. You can choose to use or modify RISE with other employees, but you can also choose to use other rubrics, student learning measures, summative metrics, etc. with your non-teacher employees (as long as the evaluation complies with law), and you’re still considered a RISE school for teacher evaluations.

SLOs were designed to be the mechanism through which objective measures of student achievement can be captured for those teachers without mandatory state assessment data coming back to them. We would encourage the use of SLOs with any certificated employee whose responsibilities include direct work with students that would impact student learning and achievement. For school librarians, you might consider setting two Targeted objectives, or utilizing the administrative SLO format described in the RISE principal evaluation documents. Those SLO formats seem to “fit” better with school librarians than the “one Class and one Targeted” SLO format.

If, however, a certificated employee truly doesn’t do any work that can be tied directly back to student learning and data, they are not required to set an SLO. In these cases, we would encourage you to carefully consider how you will include objective measures of student learning for that employee, and what “significant” means for them. For example, you might consider how to weight a school-wide learning measure (A-F grade) for those employees. You also might consider asking these employees to set SMART goals around the work for which they’re responsible, even if the end measurement isn’t a student learning measure.



***The School Librarian Evaluation Rubric is an extremely effective measure of performance by a school librarian. It is required that all domains be used.***

To measure a librarian's effect on student learning, a variety of scenarios may occur:

- As the evaluation rubric is comprehensive, the principal may choose to use the evaluation rubric as 95% of the evaluation, with 5% coming from the school-wide measure of student learning and not complete an SLO as measures of learning are built into the evaluation rubric.
- If a librarian consistently collaborates with a classroom teacher on a project, the student learning on that project may be used as a measure of evaluation for the school librarian.
- If a school librarian has students assigned to him/her and are responsible for providing grades for the students, that group of students may be used for the SLO.

Any of these options may be used, but the school librarian should not focus on a contrived set of goals in order to meet the SLO. It should be a part of the regular job responsibilities of the school librarian (i.e. librarians should not be teaching a science class just to make an SLO).

### AISLE School Librarian Evaluation Rubric

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                  | <b>Demonstrating knowledge of literature and current trends in library practice and information technology</b>  | <p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</i></p> | <p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p><i>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</i></p> | <p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p><i>- Librarian reads journals to learn about current trends.</i></p> | <p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p> |
|                      | <p>Notes 1.1</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> |  |  |   |   |

# AISLE School Librarian Evaluation Rubric

| Level of Performance |   |   |   |   |   |
|----------------------|---|---|---|---|---|
|                      | Competencies  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
| 1.2                  | <b>Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served</b>   | <p>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</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p> | <p>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.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p> | <p>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.</p> <p><i>- The goal for the program is established by not communicated with appropriate stakeholders.</i></p> | <p>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.</p>  |
|                      | <p>Notes 1.2</p> <p>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.</p>  |   |   |   |   |
| 1.3                  | <b>Demonstrating knowledge of resources, both within and beyond the school and district</b>   | <p>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.</p>   | <p>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.</p>                                  | <p>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.</p>  | <p>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.</p> |
|                      | <p>Notes 1.3</p> <p>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.</p> |   |   |   |   |

### AISLE School Librarian Evaluation Rubric

| Level of Performance |   |  |   |   |  |
|----------------------|---|--|---|---|--|
|                      | Competencies  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
| <b>1.4</b>           | <b>Developing and implementing a plan to evaluate the library program</b>   | 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.<br>- 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<br>1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data. |  |   |   |  |
| <b>1.5</b>           | <b>Establishing a culture for investigation and love of literature</b>  | 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.  |
| <b>1.6</b>           | <b>Establishing and maintaining library procedures</b>  | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.                            | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly. | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically. | Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion. |

### AISLE School Librarian Evaluation Rubric

| Level of Performance |   |   |  |   |   |
|----------------------|---|---|--|---|---|
|                      | Competencies  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
| <b>1.7</b>           | <b>Organize physical space to enable smooth flow</b>  | 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<br>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.   |   |  |   |   |
| <b>1.8</b>           | <b>Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations</b>   | School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. 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. | School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind. | School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind. | School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind. |
|                      | Notes 1.8<br>1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection. |   |  |   |   |

# AISLE School Librarian Evaluation Rubric

| Competency | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 1.8 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |     |     |     |

## AISLE School Librarian Evaluation Rubric

### Domain 2: Effective Instruction

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

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

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

### AISLE School Librarian Evaluation Rubric

|     |  |  |   |  |   |
|-----|--|--|---|--|---|
| 2.2 | <b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>   | <p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul> | <p>School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct</p> <ul style="list-style-type: none"> <li>- Content is clear, concise and well-organized</li> <li>- Librarian restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Librarian emphasizes key points or main ideas in content</li> <li>- Librarian uses developmentally appropriate language and explanations</li> <li>- Librarian implements relevant instructional strategies learned via professional development</li> </ul> | <p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct</p> <ul style="list-style-type: none"> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Librarian does not always implement new and improved instructional strategies learned via professional development</li> </ul> | <p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> <li>- Librarian may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Librarian continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Librarian does not emphasize main ideas, and students are often confused about content</li> <li>- Librarian fails to use developmentally appropriate language</li> </ul> |
|     | <p>Notes 2.2</p> <p>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p> |  |   |  |   |



### AISLE School Librarian Evaluation Rubric

|     |  |  |   |   |   |
|-----|--|--|---|---|---|
| 2.3 | <b>Engage Students in Academic Content</b> | <p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Librarian provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Librarian effectively integrates technology as a tool to engage students in academic content</li> </ul> | <p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- More than 3/4 of students are actively engaged in content at all times and not off-task</li> <li>- Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Librarian sustains the attention of the class by maintaining a dynamic presence</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul> | <p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Librarian may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul> | <p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- 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</li> <li>- Librarian does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> </ul> |
|-----|--|--|---|---|---|

## AISLE School Librarian Evaluation Rubric

|  |  |
|--|--|
|  | <p>Notes 2.3</p> <ol style="list-style-type: none"><li>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.</li><li>2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.</li><li>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.</li><li>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.</li></ol> |
|--|--|

### AISLE School Librarian Evaluation Rubric

|     |                                |  |   |  |  |
|-----|--------------------------------|--|---|--|--|
| 2.4 | <b>Check for Understanding</b> | <p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- 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</li> </ul> | <p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>- Librarian uses a variety of methods to check for understanding</li> <li>- Librarian uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- 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)</li> </ul> | <p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian sometimes checks for understanding of content, but misses several key moments</li> <li>- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly</li> <li>- Librarian may not use a variety of methods to check for understanding when doing so would be helpful</li> <li>- 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</li> <li>- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- 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</li> </ul> | <p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>- Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson</li> <li>- 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</li> <li>- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</li> <li>- Librarian rarely or never assesses for mastery at the end of the lesson</li> </ul> |
|-----|--------------------------------|--|---|--|--|

## AISLE School Librarian Evaluation Rubric

|     |  |  |   |   |  |
|-----|--|--|---|---|--|
|     | <p>Notes 2.4</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Examples of how the teacher may assess student understanding and mastery of objectives: <ul style="list-style-type: none"> <li>• Checks for Understanding: thumbs up/down, cold-calling</li> <li>• Do Nows/Bell Ringers</li> <li>• Turn and Talk/Pair Share</li> <li>• Guided or Independent Practice</li> <li>• Exit Slips</li> </ul> </li> </ol> |  |   |   |  |
| 2.5 | <p><b>Modify Instruction as Needed</b></p>   | <p>School librarian is highly effective at modifying instruction as needed.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian anticipates student misunderstandings and preemptively addresses them</li> <li>- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul> | <p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs</li> <li>- Librarian responds to misunderstandings with effective scaffolding techniques</li> <li>- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul> | <p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul> | <p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques</li> <li>- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding</li> </ul> |

### AISLE School Librarian Evaluation Rubric

|     |  |   |  |  |   |
|-----|--|---|--|--|---|
| 2.6 | <b>Maximize Instructional Time</b>   | <p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:<br/> <i>- All students are on-task and follow instructions of Librarian without much prompting</i></p> | <p>School librarian is effective at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are well-executed.</i><br/> <i>- Almost all students are on-task and follow instructions of librarian without much prompting</i><br/> <i>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</i></p> | <p>School librarian needs improvement at maximizing instructional time.</p> <p><i>- Routines, transitions, and procedures are in place.</i><br/> <i>- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task</i><br/> <i>- 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</i></p> | <p>School librarian is ineffective at maximizing instructional time.</p> <p><i>- There are few or no evident routines or procedures in place.</i><br/> <i>- Even with significant prompting, students frequently do not follow directions and are off-task</i><br/> <i>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</i><br/> <i>- Classroom management is generally poor and wastes instructional time</i></p> |
| 2.7 | <b>Assisting students in the use of technology in the Media Center</b>   | 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.   |
|     | <p>Notes 2.7</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> |   |  |  |   |
| 2.8 | <b>Collaborating with teachers in the design of instructional units and lessons</b>  | School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.  | School librarian initiates collaboration with classroom teachers in the design of instructional lessons.   | School librarian collaborates with classroom teachers in the design of instructional lessons.  | School librarian declines to collaborate with classroom teachers in the design of instructional lessons.  |

### AISLE School Librarian Evaluation Rubric

|            |  |  |   |   |  |
|------------|--|--|---|---|--|
| <b>2.9</b> | <b>Engaging students in enjoying literature and in learning multiple literacy skills</b> | 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. |
|------------|--|--|---|---|--|

| <b>Competency</b> | <b>2.1</b> | <b>2.2</b> | <b>2.3</b> | <b>2.4</b> | <b>2.5</b> | <b>2.6</b> | <b>2.7</b> | <b>2.8</b> | <b>2.9</b> |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Score</b>      |            |            |            |            |            |            |            |            |            |

# AISLE School Librarian Evaluation Rubric

## Domain 3: Leadership

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

|     |   | Level of Performance   |   |  |  |
|-----|---|--|---|--|--|
|     | Competencies  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
| 3.1 | <b>Contribute to school culture</b>   | School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.  | School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.                | School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.   | School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. |
|     | Notes 3.1<br>1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.   |  |   |  |  |
| 3.2 | <b>Collaborate with Peers</b>   | 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<br>1. The main purpose of collaboration with peers is to support the curriculum.<br>2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked.<br>3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty. |  |   |  |  |
| 3.3 | <b>Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers</b>  | Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library.<br>-The librarian will proactively evaluate procedures.  | Library assistants, students, or parent/community volunteers are clear as to their roles.   | Library assistants, students, or parent/community volunteers are partially successful.   | Library assistants, students, or parent/community volunteers are confused as to their role.  |

### AISLE School Librarian Evaluation Rubric

|     |   |   |   |  |   |
|-----|---|---|---|--|---|
| 3.4 | <b>Advocate for Student Success</b>                 | School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.   | School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.  | School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.   | School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.                 |
| 3.5 | <b>Preparing and submitting reports and budgets</b> | School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.   | School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.  | School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time. | School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late. |
| 3.6 | <b>Communicating with the larger community</b>      | School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.   | School librarian engages in outreach efforts to parents and the larger community.   | School librarian makes sporadic efforts to engage in outreach to parents or the larger community.  | School librarian makes no effort to engage in outreach to parents or the larger community.  |
| 3.7 | <b>Participating in a professional community</b>    | 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.                                    |
| 3.8 | <b>Seek professional skills and knowledge</b>       | School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions. | School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.   | School librarian's participation in professional development activities is limited to those that are mandatory.  | School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.                    |



# AISLE School Librarian Evaluation Rubric

|  |   |
|--|---|
|  | <p>Notes 3.8</p> <p>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.</p> |
|--|---|

| Competency | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 | 3.7 | 3.8 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |     |     |     |

Works Cited

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

**Adapted from the Goshen Community Schools Model**

**November 12, 2012 Version**

## 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          | <b>Plans assessments designed to determine eligibility for supplementary educational services.</b> | <p><i>For Level 4, the criteria is met for Level 3 and includes at least one of the following:</i></p> <p>Consults with previous classroom teachers to determine a historical pattern of communication deficits seldom evident through standard assessment.</p> <p>Shares overview of assessment plan with school team during the referral meeting and explain relevance to concerns about learning.</p> | <p>Uses a variety of assessment methods.</p> <p>Plans assessments using age appropriate materials.</p> <p>Plans assessments that address the concerns of the referral team.</p> <p>Uses information gained through participation in the student referral and universal screening processes to help formulate assessment plan.</p> <p>Provides a written report of findings.</p> | <p>Inconsistently varies the test battery and collection data methods to address student's individual needs.</p> <p>Inconsistently uses information gained through participation in the student referral and universal screening processes to help formulate assessment battery.</p> | <p>Uses the same test battery and the same data collection methods for all types of referred students.</p> <p>Does not utilize referral group or team or have an awareness of school based information, available data.</p> |
| 1.2          | <b>Set Ambitious and Measureable Goals based on student assessments.</b>                           | <p><i>At Level 4, the criteria is met for Level 3 and additionally:</i></p> <p>Plans ambitious, but achievable annuals goals that support classroom curriculum and enhance classroom performance.</p>  | <p>Develops annual student goals that are measureable.</p> <p>Develops annual student goals that are aligned to developmental/state standards.</p> <p>Develops annual student goals that identify student needs based on assessment data.</p>   | <p>Develops annual student goals that are measurable, but may not align to developmental/state standards.</p> <p>Develops annual student goals that are measurable, but may not align to the identified student needs based on assessment data.</p>                                  | <p>Develops annual goals that are extremely general and not helpful for planning purposes.</p>  |

| Competencies |   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|--------------|---|--|--|---|--|
| 1.3          | <b>Develop Standards-based Unit Plans and Assessments</b>   | <p><i>At Level 4, fulfills the criteria for Level 3 and additionally:</i></p> <p>Plans ambitious, but achievable objectives that support classroom curriculum and enhance classroom performance.</p> <p>Participates in unit level planning to develop differentiation strategies for students with speech or language impairment.</p> | <p>Develops objectives that are measurable and monitors progress through data collection at regular intervals.</p> <p>Develops objectives that are aligned with developmental and/or state standards.</p> <p>Develops learning objectives that are relevant to school performance.</p> <p>Reports progress on goals to parents and teachers.</p> | <p>Develops learning objectives that are measurable, but do not align to state standards.</p> <p>Develops learning objectives that are measureable, but do not align with unit plans.</p>   | <p>Develops learning objectives that are not measurable.</p> <p>Unit level plans and assessments are not used .</p>                    |
| 1.4          | <b>Create Objective Driven Lesson Plans and Assessments</b> | <p><i>At level 4, fulfills the criteria for Level 3 and additionally:</i></p> <p>Plans for a variety of differentiated instructional strategies</p> <p>Incorporates summative assessments where necessary and uses all assessments to directly inform instruction.</p>   | <p>Creates daily lessons plan objectives that are aligned to IEP annual goals.</p> <p>Develops instructional strategies and activities/assignments to the lesson objectives.</p> <p>Incorporates a variety of informal assessments/checks and/or to check for understanding as well as to inform instruction.</p>                                | <p>Daily lesson plans are aligned to IEP annual goals.</p> <p>Instructional strategies and activities/assignments are aligned to the lesson objectives.</p> <p>Assignments are not meaningful or relevant.</p> <p>Assessments (informal, formal, and/or formative) are not incorporated into planning or delivery of lessons.</p> | <p>Rarely or never plans daily lesson plans OR daily lessons lack meaningful objectives, instructional strategies, or assignments.</p> |

|            |  |   |  |   |  |
|------------|--|---|--|---|--|
| <b>1.5</b> | <b>Track Student Data and Analyze Progress</b> | <p><i>At level 4, fulfills the criteria for Level 3 as well as some of the following:</i></p> <p>Updates tracking system on a regular basis.</p> <p>Uses data analysis of student progress to drive lesson planning.</p> <p>Periodically checks for generalization of speech and language skills/goals.</p> | <p>Uses an effective data tracking system for recording student data.</p> <p>Analyzing student progress and plans future lessons/objectives accordingly.</p> <p>Systematically reports student progress.</p> | <p>Uses an effective data tracking system for recording student progress data.</p> <p>Does not analyze student progress and plan future lessons/objectives accordingly.</p> <p>Does not systematically report student progress.</p> | <p>Rarely or never uses a data tracking system to record student assessment/progress data.</p> |
|------------|--|---|--|---|--|

| <b>Competency</b> | <b>1.1</b> | <b>1.2</b> | <b>1.3</b> | <b>1.4</b> | <b>1.5</b> |
|-------------------|------------|------------|------------|------------|------------|
| <b>Score</b>      |            |            |            |            |            |

## Domain 2: Effective Instruction

Speech 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          | <b>Develop student understanding and mastery of lesson objectives</b> | <p><i>For Level 4, fulfills the criteria for Level 3 as well as some of the following:</i></p> <p>Students can explain what they are learning and why it is important, beyond repeating the stated objective.</p> <p>SLP effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection.</p> | <p>Objectives are explained to students in easy to understand terms.</p> <p>Students understand why they are learning what they are learning.</p> <p>Lessons build on students' prior knowledge of key concepts and skills and make this connection evident to students.</p> <p>Lessons are well-organized to move students towards mastery of the objective.</p> | <p>Objective is stated, but not in a student-friendly manner that leads to understanding of the objective or its importance.</p> <p>Lesson generally does not build on prior knowledge of students or students fail to make this connection.</p> <p>Organization of the lesson may not always be connected to mastery of the objective.</p> | <p>There may not be a clear connection between the objective and lesson, or SLP may fail to make this connection for students.</p> <p>There may be no effort to connect objective to prior knowledge of students.</p> <p>Lesson is disorganized and does not lead to mastery of objective.</p> |

### Notes:

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

| Competencies |   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|--------------|---|--|---|--|---|
| 2.2          | <b>Demonstrate and clearly communicate content knowledge to the student</b> | <p><i>For Level 4, fulfills the criteria for Level 3 as well as some of the following:</i></p> <p>Fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding.</p> <p>Effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</p> <p>Students collaborate during the lesson.</p> <p>Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</p> | <p>Content is presented clearly and is concise and well-organized.</p> <p>Restates and rephrases instruction in multiple ways to increase understanding.</p> <p>Emphasizes key points or main ideas in content.</p> <p>Uses developmentally appropriate language and explanations.</p> <p>Implements relevant instructional strategies.</p> <p>Students may ask high-level questions and make connections with support.</p> | <p>Content occasionally lacks clarity and is not as well organized as it could be.</p> <p>May fail to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>Does not adequately emphasize main ideas</p> <p>Explanations sometimes lack developmentally appropriate language.</p> | <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>Continues with planned instruction, even when it is obvious that students do not understand content.</p> <p>Does not emphasize main ideas.</p> <p>Fails to use developmentally appropriate language.</p> |

**Notes:**

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If SLP presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the SLP should be scored a Level 1 for this competency.



| Competencies |  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--------------|--|--|--|---|---|
| 2.3          | <b>Engage students in academic content (students engaged during speech/lang. sessions)</b> | <p><i>For Level 4, fulfills the criteria for Level 3, as well as some of the following:</i></p> <p>Provides ways to engage with content that significantly promotes student mastery of the objective.</p> <p>Provides differentiated ways of engaging with content specific to individual student needs.</p> <p>Lesson progresses at an appropriate pace that promotes student mastery of objectives.</p> <p>Effectively integrates technology as a tool to engage students in academic content.</p> | <p>Provides multiple ways, as appropriate, of engaging with content.</p> <p>Sustains the attention of the class by maintaining a dynamic presence.</p> <p>Ways of engaging with content reflect different learning modalities or intelligences. adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged.</p> <p>Students work and are participants in activities.</p> | <p>May miss opportunities to provide ways of differentiating content for student engagement.</p> <p>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.</p> <p>Students may appear to actively listen, but when it comes time for participation are disinterested in engaging.</p> | <p>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.</p> <p>Does not differentiate instruction to target different learning modalities.</p> <p>Most students do not have the prerequisite skills necessary to fully engage in content and SLP makes no effort to adjust instruction for these students.</p> |

**Notes:**

1. The most important indicator of success here is that students are actively engaged in the content. For the SLP 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. SLP 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.

| Competencies |                                | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--------------|--------------------------------|---|--|--|---|
| 2.4          | <b>Check for Understanding</b> | <p><i>For Level 4, fulfills the criteria for Level 3 as well as some of the following:</i></p> <p>Asks pertinent questions that scaffold understanding and push thinking.</p> <p>Accepts only high quality student responses (those that reveal understanding or lack thereof).</p> <p>Uses open-ended questions to surface common misunderstanding and assess student mastery of material at a range of both lower and higher-order thinking.</p> <p>Notes student self-corrections. Checks for use of skills in the classroom periodically.</p> | <p>Checks for understanding at almost all key moments and gets an accurate ‘pulse’ of the class’s understanding.</p> <p>Gains enough information during checks for understanding to modify the lesson and respond accordingly.</p> <p>Uses a variety of methods to check for understanding.</p> <p>Uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>Doesn’t allow students to ‘opt-out’ of checks for understanding and cycles back to these students.</p> <p>Assesses every student’s mastery of the objective(s) through formal or informal assessments (see note for examples).</p> | <p>Sometimes checks for understanding of content, but misses several key moments.</p> <p>May not use a variety of methods to check for understanding, when doing so would be helpful.</p> <p>May not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content.</p> <p>Sometimes allows students to ‘opt-out’ of checks for understanding without cycling back to these students.</p> <p>May assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.</p> | <p>Rarely or never checks for understanding of content, or misses nearly all key moments.</p> <p>Rarely or never gets an accurate ‘pulse’ of the class’s understanding from checks and therefore cannot gain enough information to modify the lesson.</p> <p>Frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</p> <p>-SLP Frequently allows students to ‘opt-out’ of checks for understanding and does not cycle back to these students.</p> <p>Rarely or never assesses for mastery at the end of the lesson.</p> |

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 SLP may assess student understanding and mastery of objectives:
  - Checks for understanding: thumbs up/down, cold calling
  - Do now-s, turn and talk/pair share, guided or independent practice, exit slips.

| Competencies |                                      | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|--------------|--------------------------------------|---|--|--|--|
| 2.5          | <b>Modify instruction as needed.</b> | <p><i>For Level 4, fulfills the criteria for Level 3, as well as some of the following:</i></p> <p>Anticipates student misunderstandings and preemptively addresses them.</p> <p>Modifies instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement.</p> | <p>Adjusts instruction based on checks for understanding that lead to increased understanding for most students.</p> <p>Differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs.</p> <p>Responds to misunderstandings with effective scaffolding techniques.</p> <p>Doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful.</p> | <p>Makes adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students.</p> <p>Responds to misunderstandings by using SLP-driven scaffolding techniques when student-driven techniques could have been more effective.</p> <p>Persists in using a particular technique for responding to a misunderstanding, even when it is not succeeding.</p> | <p>Gives answers instead of having student work through the problem.</p> <p>Does not use a variety of prompts/instructional tools.</p> |

**Notes:**

1. In order to be effective at this competency, an SLP 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. An SLP can respond to misunderstandings using 'scaffolding' techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using 'think alouds', providing visual cues, etc.

| Competencies |  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)   |
|--------------|--|--|--|---|---|
| 2.6          | <b>Develop Higher Level of Understanding through rigorous instruction and work</b> | <p><i>For Level 4, fulfills the criteria for Level 3, as well as some of the following:</i></p> <p>Lesson is accessible and challenging to all students.</p> <p>Students are able to answer higher-level questions with meaningful responses.</p> <p>Highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great.</p> <p>Encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. homework assignments as appropriate).</p> | <p>-Lesson is accessible and challenging to almost all students.</p> <p>Frequently develops higher-level understanding through effective questioning.</p> <p>Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding.</p> <p>Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning.</p> <p>Shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks.</p> | <p>Lesson is not always accessible or challenging for students.</p> <p>Some questions used may not be effective in developing higher-level understanding.</p> <p>May not always use questioning as an effective tool to increase understanding.</p> <p>Instruction is more teacher-directed than appropriate.</p> <p>Encourages students to work hard, but may not persist in efforts to have students keep trying.</p> | <p>Lesson is not aligned with developmental level of students.</p> <p>May not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</p> <p>Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</p> <p>Gives up on students easily and does not encourage them to persist through difficult tasks.</p> |

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 support/encourage 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 the SLP should use questions to develop higher-level understanding will vary depending on the topic and type of lesson.

| Competencies |                                    | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)  |
|--------------|------------------------------------|--|--|--|--|
| 2.7          | <b>Maximize Instructional Time</b> | <p><i>For Level 4, fulfills the criteria for Level 3, as well as some of the following:</i></p> <p>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the SLP.</p> <p>Students share responsibility for operations and routines and work well together to accomplish these tasks.</p> <p>All students are on-task and follow instructions of SLP without much prompting.</p> <p>Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.</p> | <p>Students arrive on-time and are aware of the consequences of arriving late.</p> <p>Sessions start on-time.</p> <p>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the SLP.</p> <p>Almost all students are on-task and follow instructions of SLP without much prompting.</p> <p>Disruptive behaviors and off-task conversations are rare; when they occur, they are addressed with minor interruption to the lesson.</p> | <p>Some students consistently arrive late for class without consequences.</p> <p>Class consistently starts a few minutes late.</p> <p>Routines, transitions, and procedures are in place, but require significant SLP direction or prompting to be followed.</p> <p>Significant prompting is necessary for students to follow instructions and remain on-task.</p> <p>Disruptive behaviors and off-task conversations sometimes occur.</p> | <p>Students may frequently arrive late for class without consequences.</p> <p>Frequently starts class late.</p> <p>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.</p> <p>Even with significant prompting, students frequently do not follow directions and are off-task.</p> <p>Disruptive behaviors and off-task conversations are common.</p> <p>Classroom management is generally poor and wastes instructional time.</p> |

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 the SLP can have disruptive students no matter how effective he/she may be. However, an effective SLP 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          | <b>Create Classroom culture of respect and collaboration</b> | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <p>Students are supportive of the academic success of their peers as evidenced by unprompted collaboration and assistance.</p> <p>Students reinforce positive character and behavior and discourage negative behavior amongst themselves.</p> | <p>Students are respectful of their teacher and peers.</p> <p>Students are given opportunities to collaborate and support each other in the learning process.</p> <p>Positive character and behavior are reinforced and consequences are used to appropriately to discourage negative behavior.</p> <p>Rapport with students is good, and shows genuine interest in their thoughts and opinions.</p> | <p>Students are generally respectful of their SLP and peers, but may occasionally act out or need to be reminded of classroom norms.</p> <p>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.</p> <p>Praises positive behavior OR enforce consequences for negative behavior, but not both.</p> <p>Focuses on the behavior of a few students, while ignoring the behavior (positive or negative) of others.</p> | <p>Students are frequently disrespectful of SLP or peers as evidenced by discouraging remarks or disruptive behavior.</p> <p>Students are not given many opportunities to collaborate OR during these times do not work well together even with SLP intervention.</p> <p>-SLP rarely or never praises positive behavior.</p> <p>-SLP rarely or never addresses negative behavior.</p> |

**Notes:**

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

| Competencies |  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|--------------|--|--|---|---|---|
| 2.9          | <b>Set high expectations for academic success.</b> | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <p>Students analyze their own progress toward goals.</p> <p>Students demonstrate high academic expectations for themselves.</p> <p>Students value academic success as evidenced by effort and quality of their work.</p> | <p>SLP sets high and attainable expectations for students of all levels.</p> <p>Students ask questions and are willing to respond even if they are unsure of an answer.</p> <p>SLP celebrates high quality academic work and/or participation when appropriate.</p> | <p>SLP may set high expectations for some, but not others.</p> <p>Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily).</p> <p>SLP may praise the academic work of some, but not others.</p> | <p>SLP rarely or never sets high expectations for students.</p> <p>Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments.</p> <p>Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers.</p> <p>-SLP rarely or never praises academic work or good behavior.</p> |

Notes:

1. There are several ways for an SLP to demonstrate high expectations: through encouraging comments, higher-level questioning, expectations written and posted in the classroom, individual student work plans, etc.

| Competency | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |     |     |     |     |

## Domain 3: Teacher Leadership

Speech 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          | <b>Contribute to school culture</b>                                       | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <ul style="list-style-type: none"> <li>-Seek out leadership roles.</li> <li>-Seeks out opportunities to dedicate time for students and peers outside of class.</li> </ul>  | <p>Contributes ideas and expertise to further the school's mission and initiatives.</p> <p>Dedicates time efficiently, when needed, to help students and peers outside of class.</p> | <p>Seldom contributes ideas and expertise to further the school's mission and initiatives.</p> <p>Dedicates little time to help students and peers efficiently outside of class.</p>  | <p>Rarely or never contributes ideas aimed at improving school efforts.</p> <p>Dedicates no time outside of class towards helping students and peers.</p> |
| 3.2          | <b>Collaborate Purposefully with Professionals in Related Disciplines</b> | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <p>Seeks out opportunities to collaborate.</p> <p>Is asked by peers to assist with difficult situations.</p> <p>Takes on leadership roles within collaborative groups.</p> | <p>Seeks out and participates in regular opportunities to work with and learn from others.</p> <p>Asks for assistance, when needed, and provides assistance to others in need.</p>   | <p>Participates in occasional opportunities to work with and learn from others.</p> <p>Asks for assistance and feedback when needed.</p> <p>Does not provide other teachers with assistance or feedback when requested.</p> <p>Does not regularly seek out opportunities to work with others.</p> | <p>Rarely or never participates in opportunities to work with others.</p> <p>Works in isolation and is not a team player.</p>                             |



| Competencies |   | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
|--------------|---|---|---|---|--|
| 3.3          | <b>Seek Professional skills and knowledge</b> | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <p>Regularly shares newly learned knowledge and practices with appropriate disciplines.</p> <p>Accepts opportunities to lead professional development sessions.</p> | <p>Actively pursues opportunities to improve knowledge and practice.</p> <p>Seeks out ways to implement new practices into instruction, where applicable.</p> <p>Welcomes constructive feedback to improve practices.</p> | <p>Attends all mandatory professional development opportunities.</p> <p>Does not actively pursue optional professional development opportunities.</p> <p>Does not seek out ways to implement new practices into instruction.</p> <p>Does not accept constructive feedback well.</p> | <p>Rarely or never attends professional development opportunities.</p> <p>Shows little or no interest in new ideas, programs, or classes to improve teaching and learning.</p> |
| 3.4          | <b>Advocate for Student Success</b>           | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <p>Displays commitment to the education of all the students in the school.</p> <p>Makes changes as necessary, to ensure student success.</p>                        | <p>Displays commitment to the education of all his/her students.</p> <p>Attempts to remedy obstacles around student achievement.</p> <p>Advocates for students' individualized needs.</p>                                 | <p>Displays commitment to the education of all his/her students.</p> <p>Advocates for students' needs.</p>  | <p>Rarely or never displays commitment to the education of his/her students.</p> <p>Accepts failure as par for the course and does not advocate for students' needs.</p>       |

| Competencies |  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)  |
|--------------|--|--|---|--|--|
| 3.5          | <b>Engage Families in Student Learning</b> | <p>At Level 4, the criteria is met for Level 3 and additionally includes at least one of the following:</p> <p>Strives to form parental relationships, so that they are opportunities to participate in student learning.</p> <p>Addresses concerns in a timely and positive manner.</p> | <p>Proactively contacts parents in a variety of ways to engage them in student learning.</p> <p>Responds promptly to contact from parents.</p> <p>Engages in all forms of parent outreach required by the school.</p> | <p>Responds to contact from parents.</p> <p>Engages in all forms of parent outreach required by the school.</p> <p>Does not proactively reach out to parents to engage them in student learning.</p> | <p>SLP rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.</p> |

| Competency | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 |
|------------|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |

# **Brown County Schools School Nurse Effectiveness Rubric**



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### Indiana School Nurse Evaluation Domain Rubric

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

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

| Competency   | Level of Performance   |  |  |  |
|--|--|--|--|--|
|  | Ineffective  | Improvement necessary  | Effective  | Highly Effective   |
| <p>1.1 Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students, age 3 to age 22.</p> <p>School nursing practice includes direct care, preventive health care, health education, health counseling and case management.</p> | <p>Nurse rarely or minimally displays the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>Nurse rarely or minimally integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students.</p> <p>Nurse demonstrates little or no current knowledge of the epidemiology of injuries and emergencies in planning health care of students There are no emergency care plans.</p> <p>Nurse demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which</p> | <p>Nurse sporadically demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care.</p> <p>Nurse sporadically integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students.</p> <p>Nurse demonstrates partial knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal.</p> <p>Nurse displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program which includes an immunization program. There</p> | <p>Nurse effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care.</p> <p>Nurse effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services program for students. Facilitates connections with student services personnel and health care providers.</p> <p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel.</p> | <p>Nurse consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care.</p> <p>Nurse consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for the students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies.</p> <p>Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Nurse is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students.</p> |

|   |   |   |  |  |
|---|---|---|--|--|
|   | <p>includes an immunization program. Local health department collaboration is lacking.</p> <p>Nurse displays minimal or no current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program.</p> <p>Nurse has minimal or no current knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p> | <p>is minimal evidence of collaboration with local and state health departments.</p> <p>Nurse sporadically integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program.</p> <p>Nurse demonstrates limited knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p> | <p>Nurse effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel and local and state health departments is evident.</p> <p>Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program.</p> <p>Nurse consistently verifies knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care.</p> | <p>Nurse is consistent in seeking and applying current knowledge and information of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel, community members and local and state health departments is consistently demonstrated. (Is aware of reporting regulations concerning 20% absence rate).</p> <p>Nurse actively seeks and effectively uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program that displays collaboration of health care providers and community/state resources.</p> <p>Nurse is consistent in effectively and efficiently using evidence based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students and engaging students in their health care.</p> |
| 1.2<br>Demonstrates knowledge of child and adolescent development related to learning, health literacy, health education and behavior during school health assessments, and | Nurse has no or limited current knowledge of physical, mental, and psychosocial development of students, assessment of health status, instruction and education of students; lacks communication with student, parents, school staff and health care providers..  | Nurse displays minimal knowledge of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students; displays minimal communication with student, parents, school staff and health care providers.   | Nurse consistently practices accurately and effectively in current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff, and health  | The nurse's practice is highly effective by using accurate and current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff and health care providers is consistently practiced. Actively seeks to increase knowledge of the   |

|  |  |   |  |   |
|--|--|---|--|---|
| required screenings with involvement of student, staff and parents.  |  |   | care providers.  | population served through health literacy experiences for the student.  |
| 1.3<br>Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the school, and the physical, mental, emotional and psychosocial needs of students. | Nurse develops limited goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan. Consistently fails to develop a formal assessment of the school health services program. | Nurse develops goals and objectives that are suitable for some students, but they are not aligned to the health and education needs of the students, nor do they include a formal assessment of the school health services program.   | Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan. A formal assessment of the school health services program is developed and implemented.  | Nurse consistently exhibits an effective practice that includes development of goals and objectives that creates a healing environment through alignment of health and education needs of students, vision and mission of the school, and the school improvement plan. Conducts a formal assessment to evaluate the school health services program which is communicated to the administration. |
| 1.4<br>Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.  | Nurse has little or no knowledge of resources that are available for the school population, exhibits limited knowledge of school governance, health and education laws and rules and school policies and procedures in planning for the health, safety and well being of students.     | Nurse displays an awareness of regulations and resources for students available through the school district, but limited in knowledge of resources available in the community. Knowledge of school governance, state regulations, health and education laws, school policies and procedures are rarely evident in nursing practice. | Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues. Knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures is consistently evident in practice of nursing. | Nurse contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues. Knowledge of school governance, school policies, health and education rules and laws and community norms and culture is practiced daily<br>The nurse serves on the coordinated school health advisory council, and monitors school policies for change.      |

| Competency | 1.1 | 1.2 | 1.3 | 1.4 |
|------------|-----|-----|-----|-----|
| Score      |     |     |     |     |

## Domain 2 for School Nurses: The Environment

| Competency   | Level of Performance   |   |  |   |
|--|--|---|--|---|
|  | Ineffective  | Improvement necessary   | Effective  | Highly effective  |
| 2.1<br>Creates a safe, healthy and nurturing environment with disciplined respectful behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.                      | The interactions of the nurse with at least some students are negative and/or inappropriate in providing care or responding to needs of students.  | The interactions of the nurse with students are a mix of positive and negative, with some students refusing to visit the nurse. Nurse is rarely known for respectful and individualized care of students.   | The interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity, and the nurse modeling behaviors that provide an environment that is safe, healthy and promotes well being. Serves as a contributing member of the School Wellness / School Health Committee.  | Students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care. Active membership in the School Wellness /School Health Committee is displayed. The nurse consistently models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well being.   |
| 2.2<br>Follows health protocols and procedures for safe and effective health care that is evidenced based. Collaborates with local and state health departments, and other county and state government agencies. | Procedures for the nursing office are nonexistent or in disarray. Nurse refuses to learn new procedures necessary for safe and effective care of students. Nurse is unaware of evidence based practice, and does not know where to find the information. Required vision and hearing screenings are rarely scheduled to meet the accreditation requirements. There is no plan for substitute nursing services. | Procedures are available, but not consistently up-dated or followed. Nurse has used few resources to learn about evidence based practices, but refuses to change. Required vision and hearing screenings are scheduled without notification of students, parents or staff. There is a list of substitute nurses available, but no plan for routinely contacting them. | Procedures are readily available, consistently up-dated and reflect evidence based practice. Nurse readily accesses resources for evidence based practices. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Collaboration with health departments and other county and state agencies is evident in practice. The substitute nurses have been contacted and understand their role. | Procedures and protocols for the nursing office are seamless, anticipating unexpected situations. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Nurse is known for willingness to accept students and any procedures they might require, using evidence based practice that is consistently highly effective. Initiates collaborative relationships with local and state departments of health, and other government agencies. Consistently initiates collaboration with health departments and other county and state agencies. Substitute nurses are trained and have regularly scheduled contact with the lead nurse |

|   |   |   |  |   |
|---|---|---|--|---|
| 2.3<br>Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPAA/FERPA requirements and utilizes universal precautions | The health office is in disarray or not prepared for planned activities. Medications are not properly stored. No schedule of medications and treatments is readily accessible for nurse or substitute nurse. Nurse fails to ensure and maintain confidentiality of health status, information and records, and has limited or no knowledge of HIPAA/FERPA in protecting students and staff. Nurse does not adhere to practice of universal precautions. | Attempts to create a well-organized and safe physical environment are partially successful. Medications are stored properly but are difficult to find for each student. Poorly organized schedule of medications and treatments is accessible to nurse or substitute nurse. Nurse makes minimal efforts to ensure confidentiality of health status, health information and records of students and staff. Nurse inconsistently follows HIPAA/FERPA, and universal precautions when delivering services. | Health office is well organized and is appropriately effective for planned and emergency care and activities. Medications are properly stored and organized, and easily found for student administration. A daily schedule of medications and treatments is accessible to nurse and substitute nurse. Respect and confidentiality of student/staff health information and records is maintained. Nurse consistently follows universal precautions when delivering health services. | Health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. Medications are properly stored and well organized. A daily schedule of students' medications and treatments is well organized and readily accessible to nurse and substitute nurse. A high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's office. HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services. |
|---|---|---|--|---|

| Competency | 2.1 | 2.2 | 2.3 |
|------------|-----|-----|-----|
| Score      |     |     |     |



| <b>Domain 3 for School Nurses: Delivery of Services</b>   |  |  |  |   |
|---|--|--|--|---|
| <b>Competency</b>   | <b>Level of Performance</b>  |  |  |   |
|   | <b>Ineffective</b>   | <b>Improvement necessary</b>   | <b>Effective</b>   | <b>Highly effective</b>   |
| 3.1<br>Establishes and maintains procedures for effective prevention, assessment, intervention and referrals; collects relevant health and education information to develop health services.        | Nurse does not assess student needs or the assessments result in inaccurate or no action. Goals and objectives for school health services are lacking and do not support the organization and the delivery of safe and effective nursing practice.   | Nurse assessments of students are perfunctory. Goals and objectives ignore mission and vision of school and needs of students for the delivery of effective school health services.  | Nurse assesses individual students incorporating the mission and vision of school in the prevention, assessment, intervention and referral for the efficient and effective delivery of school health services.   | Nurse conducts individualized detailed assessments of students incorporating the vision and mission of the school, in the prevention, intervention and referral for the delivery of consistently efficient and effective care. Evaluation of identified outcomes that contribute to maximum student health and school performance of students is included.  |
| 3.2<br>Administers health care regimens for medication, treatment, anticipatory health counseling , emergencies and crisis intervention that assists instruction, learning and academic achievement | Medications are administered by nurse without regard or knowledge of the Nurse Practice Act, state laws and rules or school board policy. No plans for staff or substitute nurses are available. Program planning, management and evaluation is lacking. Is unaware of the emergency/safety plan for the buildings or the school improvement plan. | Medications are administered by nurse following school board policy and Nurse Practice Act. Signed release forms and student information from parents are not conveniently stored and records of medication administration are inconsistent. Information for substitute nurses is poorly organized. Program planning, management and evaluation are sporadic and not inclusive for emergency or crisis situations. | Medications are administered or delegated by nurse following school policy and Nurse Practice Act. Training for staff is planned, implemented, supervised and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are conveniently stored and available when needed. Information for substitute nurses is available and well organized. Program planning, management and evaluation results are regularly submitted to the administration. | Medications are administered or delegated by nurse following school board policy and Nurse Practice Act. Training for staff is planned, implemented, supervised, and recorded. Medication administration information is recorded in appropriate and well organized format, and signed release and parent permission forms are efficiently available. Information for substitute nurses is available and well organized. Students become independent in self management for timely appointments, or independently take medications and follow designated safe routines and procedures. Program planning, management and evaluation is expertly completed and reported. |

|  |   |   |   |   |
|--|---|---|---|---|
| 3.3<br>Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities  | Nurse interactions with staff and students fail to promote wellness, health services delivery reflects lack of knowledge and understanding of health promotion and/or disease prevention.   | Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are partially completed without organization or evaluation.  | Nurse coordinates and intentional interacts with individual and group presentations which result in students and staff acquiring the knowledge, skills and attitudes that help them adopt a healthy lifestyle that promotes wellness, and prevents disease reflecting an effective nursing practice.  | Nurse's coordination and intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. Data collection and evaluation methods are in place.  |
| 3.4<br>Managing urgent and emergent health care needs within the school environment, and related activities  | Nurse has no contingency plans for emergency situations, has not read the School Safety Plan and there is no plan for parent notification or staff training.  | Nurse has plans for emergency situations for the most frequently occurring events, knows where School Safety Plan is located, but has not collaborated with community resources, administration or other staff.   | Nurse plans, in collaboration with administration, Safety Specialist and other staff, for multiple situations that recognize community resources, includes training for students and staff on effective responses to emergencies.   | Nurse plans in collaboration with administration, school safety specialist, staff and community have been practiced for many situations. Students, staff and parents know their responsibilities in case of emergencies.  |
| 3.5<br>Developing specialized (individualized) educational programs with health care plans and services for students with diverse medical and cultural needs, some of whom are identified meeting 504 requirements or special education, with IEP/IHP plans; works effectively with parents, health care providers, staff and community members. | Nurse declines to collaborate with parents, health care providers, and classroom teachers to develop specialized (individualized) educational and health care plans for students. These plans, which are lacking, are indicative of incomplete planning for safety and health care needs of students. | Nurse collaborates with parents, health care providers and classroom teachers in developing individualized educational, classroom programs/plans, and individualized health care plans when specifically asked. This lack of initiative and planning for the needs of students is unacceptable. | Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health plans for students with diverse health and educational needs. Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice. | Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health care plans for the classroom and related school activities. Nurse is continually seeking ways to improve nursing care and locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students. |

| Competency | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 |
|------------|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |

| Domain 4 Professional Responsibilities   |   |  |   |  |
|--|---|--|---|--|
| Competency   | Level of Performance  |  |   |  |
|  | Ineffective   | Improvement necessary  | Effective   | Highly effective   |
| 4.1<br>Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing; health and educational laws and rules. Displays current licensure from the Indiana Professional Licensing Agency, and School Services Personnel, Professional School Nurse License from IDOE. Knows and understands the School Improvement Plans, school culture and community resources. CPR/AED certification is current. | Nurse does not maintain Professional Nurse License from IPLA.<br>Nurse does not appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice , Code of Ethics for Nurses and does not reflect and evaluate his/her own practice or the reflections are inaccurate or self-serving. Nurse does not maintain current CPR/AED certification. | Registered Nurse license is in good standing from IPLA<br>Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and reflections and evaluations of his/her own practice is moderately accurate but objectivity is lacking.<br>Nurse's suggestions for improvement are global, but lack an assessment. Maintains current CPR/AED certification, but does not actively seek involvement of other staff in maintaining a safe environment. | Registered nurse license from IPLA is in good standing and Indiana School Nurse Certification is in the planning stage by continuing to pursue professional development and education for school nursing practice. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and provides an accurate and objective description of his/her practice. Specific goals, objectives and evaluation of the school nurse practice are timely and complete. Specific suggestions regarding the improvement of school health services are identified with a detailed plan for change. Maintains current CPR/AED certification, and meets the standards of care for a safe environment. | Registered nurse license is in good standing from IPLA.<br>Indiana School Nurse Certification is current and nurse continues to pursue professional development and education related to school nursing.<br>Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and reflections and evaluation of his/her nursing practice is highly accurate and perceptive, citing specific examples. Nurse expertly draws on an extensive repertoire, including the School Improvement Plan, to implement alternate strategies for care. Maintains current CPR/AED certification, trains and/or identifies certified staff, circulates first aid/emergency care information to staff, and maintains a safe nursing practice. |

|  |  |   |   |  |
|--|--|---|---|--|
| <p>4.2<br/>Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.</p> | <p>Nurse does not keep up-to-date health information on all students in building(s). Information is in disarray and incomplete. Nurse's reports, records, and documentation are late or inaccurate. Student health plans do not exist or are in disarray. Immunization records, medication, treatment and health status documentation does not exist or is incomplete.</p> | <p>Nurse usually keeps current information on all students in the building(s). Reports, records and documentation are sometimes accurate, but occasionally late and do not follow Record Retention Policy. Student health plans are incomplete or partially effective. Health information is limited and not efficiently recorded. Immunization records and medication and treatment documentation are adequate and follow state and district requirements.</p> | <p>Nurse is consistently proficient in recording information on all students in the building(s). Reports, records, and documentation are accurate and submitted in a timely manner. Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements. Health status records are kept, and reviewed for safe, effective and confidential nursing</p> | <p>Nurse consistently exceeds in keeping relevant and accurate health information on all students in building(s). The health record is systematic and efficient with data used for program management, administrative reporting and school health program evaluation. Student health plans are fully effective and parents, staff and students participate in their development. Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements, and confidentiality is highly maintained</p> |
| <p>4.3<br/>Communicating with students, school staff, families and community members about school health.</p>  | <p>Nurse provides no information to others regarding school health and nursing practice is not an integral part of the educational program. Nurse avoids parent contact, does not show respect for families, or have an established method for parent communication concerning their child's health needs.</p>   | <p>Nurse provides limited information to others regarding the school health program as an integral part of the educational program. Nurse interacts and communicates respectively with families about their child's health care needs, but has difficulty with confidentiality in obtaining and using health information in multiple situations.</p>  | <p>Nurse consistently provides thorough and accurate information to others regarding the school health program and communicates respectfully with individual families regarding their child's health needs. Nurse is respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. School health services are recognized for their effectiveness.</p>                                      | <p>Nurse is proactive in providing complete information to others regarding the school health program, frequently in the leadership role. Nurse utilizes a variety of communication techniques that includes a home visit with individual families regarding their child's health care needs. Nurse is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy; and the delivery of consistently effective school health services is evident.</p>                         |

|   |   |  |  |  |
|---|---|--|--|--|
| 4.4<br>Actively participates in the professional community for professional growth, and in the performance of delivering safe and effective school health services. | Nurse's relationship with staff and peers is negative and self-serving. Nurse avoids involvement in building and district committees and events. Avoids educational meetings. Nurse does not engage in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills. | Nurse's relationship with staff and peers is cordial and nurse participates in required building and district events and committees only when requested. Nurse participates in professional development on a limited basis when required by the school, frequently only attending professional development related to health. There is no display of recognition of the connection between health and education. | Nurse is supportive and works in a cooperative effort with staff and peers. Nurse volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice that understands the connection between health and education. Nurse consistently seeks professional development opportunities in health and education, and attends local, state and national activities/meetings, developing resources, mentoring and contributing to the Learning Connection. | Nurse is supportive and cooperative with all staff working as a team. Nurse volunteers and participates in building and district events and committees and assumes a leadership role. Nurse understands both health and education priorities of the school, and participates in local, state and national professional organizations. Nurse actively pursues and attends professional development activities, makes a contribution by volunteering for committee work at local, state/national meetings and contributes to the development of other nurses by mentoring, workshops, webinars, and the Learning Connection. |
|---|---|--|--|--|

| Competency | 4.1 | 4.2 | 4.3 | 4.4 |
|------------|-----|-----|-----|-----|
| Score      |     |     |     |     |



# Brown County Schools School Psychologist Effectiveness Rubric

Based on the Indiana Association of School Psychologist, Professional Practice Rubric , August 2012

November 12, 2012 Version

## School Psychologist Professional Practice Rubric

### Purpose of the Rubric

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

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

### Development of the Rubric

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

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

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

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

### Using the Rubric

Key considerations for using the SPPPR include:

- The SPPPR is designed to be one measure, or piece of information, used in the personnel evaluation of school

psychologists. Additional information should be considered when making evaluation decisions.

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

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

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

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



## School Psychologist Professional Practice Rubric

| DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued   |  |   |   |  |
|---|--|---|---|--|
| Indicator   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)  |
| <p>1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic<br/> <input type="checkbox"/> Social-Emotional<br/> <input type="checkbox"/> Behavioral</p> <p>Rating: _____</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements,</p> <p>-Conducts supplemental diagnostic assessments to assist in intervention selection,</p> <p>-Assists with the development and/or delivery of staff professional development to support intervention practices.</p> | <p>School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role.</p> <p>Example activities include</p> <p>-Collects, or assists with collection, of student progress monitoring data,</p> <p>-Researches and helps select assessments for progress monitoring,</p> <p>-Summarizes progress monitoring data, and</p> <p>-Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.</p> | <p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.</p> | <p>School Psychologist</p> <p>-Lacks knowledge about data-based problem solving practices,</p> <p>-Lacks knowledge about the collection and use of progress monitoring data, and/or</p> <p>-Fails to take advantage of opportunities to engage in progress monitoring practices.</p> |
| <p>1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes</p> <p>Rating: _____</p>   | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Effectively communicates evaluation findings to school staff through written reports and conferences, and/or</p> <p>-Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.</p>  | <p>School Psychologist conducts evaluations that are</p> <p>-Compliant with minimum requirements of Article 7,</p> <p>-Appropriate for the student being evaluated, and</p> <p>-Informative for instructional and/or programming purposes.</p>  | <p>School Psychologist conducts evaluations that are</p> <p>-Compliant with minimum requirements of Article 7</p> <p>But are</p> <p>-Limited in appropriateness for the student being evaluated and/or</p> <p>-Limited in providing instructionally relevant information.</p>   | <p>School Psychologist conducts evaluations that are</p> <p>-Not compliant with Article 7, and/or</p> <p>-Inappropriate for the student being evaluated.</p>   |

### School Psychologist Professional Practice Rubric

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

## School Psychologist Professional Practice Rubric

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

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

| Indicator  | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|--|--|--|--|---|
| <p>2.1: Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p> <p><input type="checkbox"/> Academic<br/> <input type="checkbox"/> Social-Emotional<br/> <input type="checkbox"/> Behavioral</p> <p>Rating: _____</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.),</p> <p>-Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to support school-wide practices.</p> | <p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with the expectations of the role/school(s). Example activities include</p> <p>-Researches and helps select instructional strategies, approaches, or programs,</p> <p>-Assists staff in learning and implementing new instructional strategies, approaches, or programs,</p> <p>-Assists in the collection of information about implementation integrity.</p> <p>-Assists with student safety and bullying activities.</p> | <p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are <b>insufficient</b> to meet expectations of role/school(s), and</p> <p>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.</p> | <p>School Psychologist</p> <p>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains</p> <p>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or</p> <p>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> |
| <p>2.2: Contributes to intervention practices for academic, social-emotional, and behavioral domains.</p> <p>Part of the School Psychologist's role?</p> <p><input type="checkbox"/> No; Indicator Not Applicable to this Employee</p> <p><input type="checkbox"/> Yes; Indicate domain(s) in which this Employee is involved:</p>   | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <p>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</p> <p>-Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</p> <p>-Assists with the development and/or delivery of staff professional development to</p>  | <p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/school(s).</p> <p>Example activities include</p> <p>- Researches and helps select intervention strategies and approaches for school(s),</p> <p>-Helps develop intervention plans for individual students or small groups of students,</p> <p>-Applies progress monitoring data</p>  | <p>School Psychologist is</p> <p>-Responsive to opportunities to contribute to intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and</p> <p>-Involved in continued professional growth and learning regarding intervention practices.</p>   | <p>School Psychologist</p> <p>-Lacks knowledge about intervention strategies and practices,</p> <p>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>  |

## School Psychologist Professional Practice Rubric

| DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued  |  |   |   |   |
|--|--|---|---|---|
| Indicator  | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
| <input type="checkbox"/> Academic<br><input type="checkbox"/> Social-Emotional<br><input type="checkbox"/> Behavioral<br><br>Rating: _____   | support intervention practices.  | to intervention practices and decisions about need for additional services/supports.<br><br>-Assists staff in learning and implementing new intervention strategies, approaches, or programs,<br><br>-Provides intervention services to individual students or small groups, or<br><br>-Assists in the collection of information about implementation integrity.  |   |   |
| 2.3: Contributes to crisis response and intervention practices.<br><br>Part of the School Psychologist's role?<br><br><input type="checkbox"/> No; Indicator Not Applicable to this Employee<br><br><input type="checkbox"/> Yes<br><br>Rating: _____. | School Psychologist fulfills the criteria for Level 3 and additionally<br><br>-Conducts evaluation of crisis response and intervention practices to assess effectiveness and guide continuous improvements, or<br><br>-Assists with the development and/or delivery of staff professional development on crisis response and intervention.<br><br>-Collaborates with community agencies to provide coordinated response and services to crisis situations. | School Psychologist contributes to crisis response and intervention practices in a manner that meets the expectations of the role/school(s).<br><br>Example activities include<br><br>- Assists in the development of crisis response and intervention plans,<br><br>-Participates in school-wide crisis response and intervention training,<br><br>-Provides crisis intervention services to students, staff, and community. | School Psychologist is<br><br>-Responsive to opportunities to contribute to crisis response and intervention practices but contributions are <b>insufficient</b> to meet expectations of school(s)/role, and<br><br>-Involved in continued professional growth and learning regarding crisis response and intervention. | School Psychologist<br><br>-Lacks knowledge about crisis response and intervention practices.<br><br>- Fails to take advantage of opportunities to engage in continued professional growth and learning |

## School Psychologist Professional Practice Rubric

| <b>DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS, continued</b>  |  |   |   |  |
|---|--|---|---|--|
| <b>Indicator</b>  | <b>Highly Effective (4)</b>  | <b>Effective (3)</b>  | <b>Improvement Necessary (2)</b>  | <b>Ineffective (1)</b>   |
| <p>2.4: Utilizes information about student background and characteristics to inform instruction, intervention, and service delivery decisions.</p> <p>Rating: _____</p> | <p>School Psychologist fulfills the criteria for Level 3 and additionally</p> <ul style="list-style-type: none"> <li>-Assists with the development and/or delivery of staff professional development on student diversity.</li> <li>-Provides mentoring and coaching to colleagues regarding issues of diversity and student learning,</li> <li>-Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, addressing issues of disproportionality in special education identification or suspension/expulsion data.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Demonstrates an understanding of the influence of diversity factors through recommended strategies, interventions, and/or programming, and</li> <li>-Knowledge and skills meet the expectations of the role and school(s) population.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes</li> </ul> <p>But practices</p> <ul style="list-style-type: none"> <li>-Demonstrate limited application of this knowledge to instructional practices and programming/service delivery.</li> </ul> | <p>School Psychologist</p> <ul style="list-style-type: none"> <li>-Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender or gender identity, national origin, religion, disability, health status on student learning and behavior.</li> <li>- Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> |

## School Psychologist Professional Practice Rubric

### DOMAIN 3: CONSULTATION AND COLLABORATION

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

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

## School Psychologist Professional Practice Rubric

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

## School Psychologist Professional Practice Rubric

### Domain 4: LEADERSHIP

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

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



## School Psychologist Professional Practice Rubric

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

| DOMAIN 5: CORE PROFESSIONALISM   |  |   |  |
|--|--|---|--|
| School psychologists exhibit the minimum competencies expected in any employment situation. School psychologists also adhere to ethical standards, grow professionally, and participate as active stakeholders across school environments. |  |   |  |
| Indicator  |  | Meets Standard (1)  | Does Not Meet Standard (0)   |
| 5.1  | Attendance<br><br>Rating: _____              | Individual has not demonstrated a pattern of unexcused absences as defined by local school policy and the relevant collective bargaining agreement. | Individual demonstrates a pattern of unexcused absences (those that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) |
| 5.2  | Punctuality<br><br>Rating: _____             | Individual has not demonstrated a pattern of unexcused late arrivals, early departures for meetings, conferences, and/or school hours.              | Individual has demonstrated a pattern of unexcused late arrivals or early departures.  |
| 5.3  | Respect<br><br>Rating: _____                 | Individual interacts with students, colleagues, parents/families, and community members in a respectful manner.                                     | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/families, and community members in a respectful manner.                                      |
| 5.4  | Policies and Procedures<br><br>Rating: _____ | Individual follows state, corporation, and school policies and procedures.  | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures.   |

## School Psychologist Professional Practice Rubric

### Summary and Planning:

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

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

### School Psychologist Professional Practice Rubric

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

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

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

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

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

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



# **Brown County Schools Secondary School Counselor Effectiveness Rubric**

Adapted from the Indiana School Counselor Association (IASCA)

November 12, 2012

## Overview

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

The School Counselor Rubric was developed for three key purposes:

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

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

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

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

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

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

The rubric is divided into four domains.

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

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

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

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

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

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

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

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

1. **Training and Support:** Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.

3. **Credible distribution:** If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the school counselor evaluation must be fully integrated with other district systems and policies

and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

**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.

| Competency |   | Highly Effective (4)   | Effective (3)  | Improvement Necessary (2)   | Ineffective (1)  |
|------------|---|--|--|---|--|
| 1.1        | Utilizes data and collaborates with stakeholders.                                   | <p><b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally does at least one of the following:</b></p> <p>Effectively utilizes data to monitor student achievement</p> <p>Works collaboratively with stakeholders to enhance student success</p>                         | <p>Monitors student achievement</p> <p>Sometimes utilizes the data to enhance student success through collaboration</p>  | <p>Monitors student achievement</p> <p>Does not utilize the data to enhance student success</p>   | <p>Does not monitor academic achievement</p> <p>Does not use data</p>  |
| 1.2        | Demonstrates knowledge of current educational trends impacting student achievement. | <p><b>Consistently:</b></p> <p>Engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.)</p> <p>Incorporates new knowledge in her/his daily work</p>   | <p><b>Often:</b></p> <p>Engages in professional development</p>  | <p><b>Rarely:</b></p> <p>Engages in professional development</p>  | <p><b>Never:</b></p> <p>Engages in professional development</p>  |
| 1.3        | Supports students in goal-based decision making.                                    | <p>Consistently:</p> <p>Encourages all students in using a decision-making/problem solving model</p> <p>Encourages the development of effective coping skills for dealing with problems</p> <p>Assists <i>all</i> students in identifying goals and in developing appropriate action plans</p> | <p><b>Often:</b></p> <p>Encourages students in using a decision-making/problem solving model</p> <p>Encourages the development of effective coping skills for dealing with problems</p> <p>Assists some students in identifying goals and in developing appropriate action plans</p> | <p><b>Rarely:</b></p> <p>Encourages students in using a decision-making/problem solving model</p> <p>Encourages the development of effective coping skills for dealing with problems</p> <p>Assists students in identifying goals or in developing appropriate action plans</p> | <p><b>Never:</b></p> <p>Encourages students in using a decision-making/problem solving model</p> <p>Encourages the development of effective coping skills for dealing with problems</p> <p>Assists students in identifying goals or in developing appropriate action plans</p> |

|            |   |  |   |  |   |
|------------|---|--|---|--|---|
| <b>1.4</b> | <b>Engages students in problem solving and critical thinking.</b>                           | <b>Consistently:</b><br>Provides opportunities and support for all students to engage in problem solving and critical thinking   | <b>Often:</b><br>Provides opportunities and support for students to engage in problem solving and critical thinking   | <b>Rarely:</b><br>Provides opportunities and support for students to engage in problem solving and critical thinking   | <b>Never:</b><br>Provides opportunities and support for students to engage in problem solving and critical thinking                         |
| <b>1.5</b> | <b>Utilizes guidance activities and materials to impact students' academic achievement.</b> | Guidance activities and materials are appropriate for most students' academic achievement<br><br>Concepts are relevant to all students' needs  | Guidance activities and materials are generally appropriate for most students' academic achievement<br><br>Concepts are generally relevant to most students' needs  | Guidance activities and materials are partially appropriate for students' academic achievement<br><br>Some activities are logically sequenced within individual lessons  | Guidance activities and materials are not appropriate for students<br><br>Activities are not logically sequenced within individual lessons. |
| <b>1.6</b> | <b>Supports students in developmentally appropriate academic preparation.</b>               | <b>Consistently:</b><br>Guides all students in establishing challenging academic goals<br><br>Guides all students in understanding assessment results<br><br>Assists all students in applying knowledge of aptitudes and interests to appropriate academic preparation | <b>Often:</b><br>Guides students in establishing challenging academic goals<br><br>Guides students in understanding assessment results<br><br>Assists students in applying knowledge of aptitudes and interests to appropriate academic preparation | <b>Rarely:</b><br>Guides students in establishing challenging academic goals<br><br>Guides students in understanding assessment results<br><br>Assists students in applying knowledge of aptitudes and interests to appropriate academic preparation | <b>Never:</b><br>Support students in academic preparation essential for a wide variety of post-secondary options                            |

| <b>Competency</b> | <b>1.1</b> | <b>1.2</b> | <b>1.3</b> | <b>1.4</b> | <b>1.5</b> | <b>1.6</b> |
|-------------------|------------|------------|------------|------------|------------|------------|
| <b>Score</b>      |            |            |            |            |            |            |



**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.

| Competency |   | Highly Effective (4)   | Effective (3)   | Improvement Necessary (2)   | Ineffective (1)   |
|------------|---|--|---|---|---|
| 2.1        | Assists students in understanding and respecting self and others.   | <b>Consistently:</b><br>Encourages students to understand and respect self and others<br><br>Models appropriate behaviors  | <b>Often:</b><br>Encourages students to understand and respect self and others<br><br>Models appropriate behaviors  | <b>Rarely:</b><br>Encourages students to understand and respect self and others<br><br>Models appropriate behaviors   | <b>Never:</b><br>Encourages students to understand and respect self and others<br><br>Models appropriate behaviors  |
| 2.2        | Facilitates students' understanding of safety and survival skills related to physical, social, emotional, and academic development. | <b>Consistently:</b><br>Explains the students' right to a safe and secure school environment<br><br>Provides adult assistance and professional help<br><br>Assists students to identify school and community resources   | <b>Often:</b><br>Explains the students' right to a safe and secure school environment<br><br>Provides adult assistance and professional help<br><br>Assists students to identify school and community resources                                     | <b>Rarely:</b><br>Explains the students' right to a safe and secure school environment<br><br>Provides adult assistance and professional help<br><br>Assists students to identify school and community resources  | <b>Never:</b><br>Explains the students' right to a safe and secure school environment<br><br>Provides adult assistance and professional help<br><br>Assists students to identify school and community resources |
| 2.3        | Provides a variety of counseling services.  | <b>Consistently addresses the diverse needs of students by:</b><br>Providing individual or group counseling<br><br>Providing classroom or large group guidance<br><br>Providing consultation and referrals as appropriate<br><br>Providing crisis intervention | <b>Often addresses the diverse needs of students by:</b><br>Providing individual or group counseling<br><br>Providing classroom or large group guidance<br><br>Providing consultation and referrals as appropriate<br>Providing crisis intervention | <b>Rarely addresses the diverse needs of students by:</b><br>providing individual counseling or group counseling<br><br>providing classroom or large group guidance<br><br>providing consultation and referrals as appropriate<br><br>providing crisis intervention | <b>Never:</b><br>provides individual counseling or group counseling<br><br>provides classroom or large group guidance<br><br>provides consultation or referrals<br><br>provides crisis intervention             |
| 2.4        | Fosters a clear understanding of diversity, ethnicity, and culture.   | <b>Consistently:</b><br>provides services to all students<br><br>fosters a clear understanding and appreciation of diversity, ethnicity, and culture.  | <b>Often:</b><br>takes a multicultural or diverse perspective into consideration when providing services to students.   | <b>Sometimes:</b><br>provides services to students from a multicultural or diverse perspective<br><br>fosters a clear understanding of diversity, ethnicity, and culture.   | <b>Never:</b><br>takes a multicultural or diverse perspective into consideration when providing services to students.   |

| Competency | 2.1 | 2.2 | 2.3 | 2.4 |
|------------|-----|-----|-----|-----|
| Score      |     |     |     |     |

**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

| Competency |  | Highly Effective (4)  | Effective (3)  | Improvement Necessary (2)  | Ineffective (1)   |
|------------|--|---|--|--|---|
| 3.1        | Facilitates a comprehensive career program.  | <p><b>Consistently:</b><br/>facilitates age-appropriate career development, aligned with local, state, and national standards</p> <p>utilizes outside resources (i.e. family, community, work force), to expand career knowledge and experiences</p>  | <p><b>Often:</b><br/>facilitates age-appropriate career development</p> <p>uses outside resources</p>  | <p><b>Rarely:</b><br/>facilitates age-appropriate career development</p> <p>uses outside resources</p>   | <p><b>Never:</b><br/>facilitate age-appropriate career development</p> <p>use outside resources</p>   |
| 3.2        | Facilitates students' understanding of the relationship between academic performance, personal qualities and career opportunities. | <p><b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally does at least one of the following:</b></p> <p>demonstrates knowledge of students' background, skills, and interests</p> <p>Utilizes data including age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values</p> <p>uses knowledge to meet students' needs and assist in career development</p> | <p><b>Often:</b><br/>helps students understand the relationship between educational achievement and career success</p> <p>explains how work can help students achieve personal success and satisfaction</p> <p>promotes lifelong learning and employability skills</p> <p>utilizes some data</p> | <p><b>Rarely:</b><br/>helps students understand the relationship between educational achievement and career success</p> <p>explains how work can help students achieve personal success and satisfaction</p> <p>promotes lifelong learning and employability skills</p> <p>utilizes data</p> | <p><b>Never:</b><br/>helps students understand the relationship between educational achievement and career success</p> <p>explains how work can help students achieve personal success and satisfaction</p> <p>promotes lifelong learning and employability skills</p> <p>utilizes data</p> |
| 3.3        | Supports students to achieve future success and satisfaction.  | <p><b>Consistently:</b><br/>helps students apply decision-making skills to career awareness, career planning, course selection and career transitions encourages</p>  | <p><b>Often:</b><br/>helps students apply decision-making skills to career awareness, career planning, course selection and career transitions encourages tudents</p>  | <p><b>Rarely:</b><br/>helps students apply decision-making skills to career awareness, career planning, course selection or career transitions encourages students</p>   | <p><b>Never:</b><br/>helps students apply decision-making skills to career awareness, career planning, course selection or career transitions encourages students</p>   |

|            |   |   |  |   |  |
|------------|---|---|--|---|--|
|            |   | students to use multiple research and informational resources to obtain career information  | to use multiple research and informational resources to obtain career information.   | to use research and informational resources to obtain career information  | to use research and informational resources to obtain career information   |
| <b>3.4</b> | <b>Prepares for lifelong learning and career readiness.</b> | <b>Consistently:</b><br>collaborates to analyze data<br><br>utilizes research-based interventions<br><br>develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness | <b>Often:</b><br>collaborates to analyze data<br><br>utilizes research-based interventions<br><br>develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness | <b>Rarely:</b><br>collaborates to analyze data<br><br>utilizes research-based interventions<br><br>develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness | <b>Never:</b><br>collaborates to analyze data<br><br>utilizes research-based interventions<br><br>develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness |

| Competency | 3.1 | 3.2 | 3.3 | 3.4 |
|------------|-----|-----|-----|-----|
| Score      |     |     |     |     |

**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.

| Competency |  | Highly Effective (4)  | Effective (3)   | Improvement Necessary (2)  | Ineffective (1)   |
|------------|--|---|---|--|---|
| 4.1        | Establishes professional goals and pursues opportunities to grow professionally. | At Level 4, a counselor fulfills the criteria for Level 3 and additionally does at least one of the following:<br>professional goals are evidenced in improved personal, professional, and program development<br>is an active member of one or more professional organizations or networks | Often:<br>develops professional goals<br>pursues applicable opportunities to acquire knowledge and enhance skills<br>participates in the professional community | Rarely:<br>develops professional goals<br>pursues applicable opportunities to acquire knowledge and enhance skills<br>participates in the professional community | Never:<br>develops professional goals<br>pursues applicable opportunities to acquire knowledge and enhance skills<br>participates in the professional community |
| 4.2        | Takes leadership through advocacy.   | At Level 4, a counselor fulfills the criteria for Level 3 and additionally does at least one of the following:<br>provides consistent and effective leadership in a way that directly benefits students, families, educational personnel, and/or community stakeholders                     | Often:<br>provides consistent and effective leadership in the school counseling program and the school  | Rarely:<br>provides consistent and effective leadership in the school counseling program and the school  | Never:<br>provides consistent and effective leadership in the school counseling program and the school  |
| 4.3        | Advocates for the success of all students.                                       | At Level 4, a counselor fulfills the criteria for Level 3 and additionally does at least one of the following:<br>demonstrates a direct impact of these collaborative activities on students  | Often:<br>demonstrates effective communication skills<br><br>collaborates with teachers, families, and other stakeholders                                       | Rarely:<br>demonstrates effective communication skills<br><br>collaborates with teachers, families, and other stakeholders                                       | Never:<br>demonstrates effective communication skills<br><br>collaborates with teachers, families, and other stakeholders                                       |
| 4.4        | Adheres to ethical standards of the counseling profession.                       | Consistently:<br>demonstrates professional conduct and integrity<br>seeks appropriate intervention services for students  | Often:<br>demonstrates professional conduct and integrity<br><br>seeks appropriate intervention services for students   | Inconsistently:<br>demonstrates professional conduct and integrity<br><br>seeks appropriate intervention services for students                                   | Breaches confidentiality<br><br>Demonstrates disregard for laws, policies, and procedures in a manner that could have led to                                    |

|            |   |  |   |  |  |
|------------|---|--|---|--|--|
|            |   | abides by ethical and legal codes<br><br>seeks consultation and supervision as needed  | abides by ethical and legal codes<br><br>seeks consultation and supervision as needed   | abides by ethical and legal codes<br><br>seeks consultation and supervision as needed  | harm to students, families, or the educational mission of the school   |
| <b>4.5</b> | <b>Plans, organizes and delivers an effective comprehensive school counseling program.</b>  | Program is comprehensive in addressing the academic, career, and personal/social development of all students<br><br>Demonstrates student outcome data that are<br><br>Directly attributable to the school counseling program   | Counseling program builds the academic, career, and personal/social development of most students<br><br>Supports at least some of this with student outcome data  | Counseling program serves some students and lacks data to support effectiveness<br><br>Is not demonstrating initiative to improve the school counseling program  | Counseling program is ineffective<br><br>Has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness. |
| <b>4.6</b> | <b>Supports other educational programs and services as assigned. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.</b> | <b>At Level 4, a counselor fulfills the criteria for Level 3 and additionally does at least one of the following:</b><br>Serves as a collegial leader and positive role model<br><br>Advocates for all students<br><br>Promotes ethical standards with students, school personnel, parents, and community agencies | <b>Often:</b><br>Provides management activities that support the program's guidance, counseling, and advocacy initiatives<br>assists teachers<br><br>Shares ethically appropriate information about students with school personnel, parents, and community agencies | <b>Rarely:</b><br>Provides management activities that support the program's guidance, counseling, and advocacy initiatives<br>assists teachers<br><br>Shares ethically appropriate information about students with school personnel, parents, and community agencies | <b>Never:</b><br>Supports the school counseling program with any program management activities<br><br>Provides support to other educational or student services programming                            |

| Competency | 4.1 | 4.2 | 4.3 | 4.4 | 4.5 | 4.6 |
|------------|-----|-----|-----|-----|-----|-----|
| Score      |     |     |     |     |     |     |



**International Society for Technology In Education (ISTE)**  
**Technology Director Program Standards & Rubrics 2012**  
**Approved –October 2012**

ISTE developed the Technology Director standards using the NETS model. The correlation below shows how the standards correlate to the NCATE principles presented in section B.3 of the SASB Policies and Procedures Handbook, 2010.

**Domain 1: Visionary Leadership**

Technology directors inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

**Competency 1.1 Shared Vision**

Technology Directors lead the development, communication, and implementation of a shared vision for the comprehensive use of technology, initiating and sustaining technology innovations and change to support a digital-age education for all students.

**Competency 1.2.Strategic Planning**

Technology Directors lead the design, development, implementation, communication, and evaluation of technology-infused strategic plans (including policies, procedures, and budget and funding strategies) aligned with the shared vision.

**Competency 1.3.Advocacy**

Technology Directors participate in advocacy networks to validate and influence policies, procedures, programs, and funding strategies to create a technology infrastructure and professional development and instructional programs necessary to support a digital-age education for all students.

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |
|---------------|--------------------------|---------------|---------------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       |
|               |                          |               | 4.0<br>Points       |

Note: Borderline points always round up.

**Domain 1 Rating =**

## Domain 2: Digital-Age Learning Culture

Technology directors create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Upon completion of the program: NETS•C @ 2012 International Society for Technology in Education, ISTE ® is a registered trademark of the International Society for Technology in Education.

### Competency 2.1.Digital Tools and Resources

Technology Directors assist district and school leaders to identify, evaluate, and select exemplary digital tools and resources that support learning goals, incorporate research-based instructional design principles, and are compatible with the school technology infrastructure.

### Competency 2.2.Research-Based Learning Strategies

Technology Directors locate, develop, and disseminate models of face-to-face, blended, and online instruction that illustrate how technology can support standards-aligned, research-based instruction and meet the needs and preferences of digital-age learners.

### Competency 2.3.Assessment and Differentiation

Technology Directors assist educators in identifying and implementing technology resources to support research-based differentiation and assessment practices that meet the identified needs of all students.

### Competency 2.4.Student Technology Standards

Technology Directors ensure that technology standards for students and computer science/ICT coursework are implemented, assessed, and supported by a scope and sequence and curriculum alignments.

### Competency 2.5 Learning Communities

Technology Directors locate, develop, and disseminate models of local and global learning communities and support implementation through local infrastructure and policies

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

**Domain 2 Rating =**



### Domain 3: Excellence in Professional Practice

Technology directors promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Upon completion of the program:

#### Competency 3.1. Professional Learning Programs

Technology Directors design, implement, and evaluate professional learning programs (face-to-face, blended, and online) that help educators integrate technology effectively into all instructional and business practices—including assisting program directors in infusing technology into all professional learning initiatives.

#### Competency 3.2. Information and Communication Infrastructure

Technology Directors ensure a robust information and communication infrastructure to support learning communities and to assist educators in using this infrastructure for professional learning. NETS•C @ 2012 International Society for Technology in Education, ISTE® is a registered trademark of the International Society for Technology in Education.

#### Competency 3.3. Communication and Collaboration

Technology Directors provide technologies to support effective communication and collaboration and model their use among colleagues, parents, students, and the community.

#### Competency 3.4. Current Research and Emerging Technologies

Technology Directors maintain in-depth knowledge of current educational research and emerging technologies and evaluate potential benefits and implementation requirements (purchase cost, training, human resources, installation, maintenance, and compatibility).

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

**Domain 3 Rating =**

#### Domain 4: Systemic Improvement

Technology directors provide digital-age leadership and management to continually improve the organization through the effective use of information and technology resources. Upon completion of the program:

##### Competency 4.1.Innovation and Change

Technology Directors collaborate with school personnel to lead purposeful change by identifying teacher and student learning needs and by implementing technology innovations to address those needs.

##### Competency 4.2.Program Evaluation

Technology Directors conduct evaluations of professional development programs, technology infrastructure, and instructional technology interventions by establishing metrics, collecting and analyzing data, interpreting results, and sharing findings to improve staff performance and student learning.

##### Competency 4.3.Human Resource Management

Technology Directors hire, organize, supervise, evaluate, and retain highly qualified technology staff to advance and maintain the technology infrastructure and promote academic and operational goals.

##### Competency 4.4.Partnerships

Technology Directors establish partnerships to support the technology infrastructure and provide technology resources for the effective integration of technology to advance district programs and goals.

##### Competency 4.5.Technology Infrastructure

Based on a comprehensive technology plan, Technology Directors acquire and leverage resources to advance and sustain a robust technology infrastructure and continually evaluate its effectiveness at supporting learning, teaching, management, and operations,.NETS•C @ 2012 International Society for Technology in Education, ISTE ® is a registered trademark of the International Society for Technology in Education.

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

Domain 4 Rating =

## Domain 5: Digital Citizenship

Technology directors model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Upon completion of the program:

### Competency 5.1.Digital Equity

Technology Directors facilitate equitable access to digital tools and resources, including adaptive and assistive technologies, to support the diverse needs of all learners.

### Competency 5.2.Policies for Safe, Healthy, Legal, and Ethical Use

Technology Directors lead the district in collaborative development, dissemination, and evaluation of district policies and procedures designed to guide in the least restrictive manner possible the safe, legal, and ethical use of digital information and technology resources among all stakeholders.

### Competency 5.3 Programs for Safe, Healthy, Legal, and Ethical Use

Technology Directors develop and implement programs to educate all stakeholders about the safe, legal, and ethical use of information and technology resources, including district policies and procedures regarding filtering, netiquette, cyberbullying, acceptable use, and fair-use guidelines for online resources.

### Competency 5.4.Diversity, Cultural Understanding, and Global Awareness

Technology Directors model and promote diversity, cultural understanding, and global awareness by providing and supporting digital-age communication and collaboration tools for students and faculty to engage in cross-cultural, collaborative projects addressing global issues in the context of curricular goals and objectives.

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

**Domain 5 Rating =**

## Domain 6: Content Knowledge and Professional Growth

Technology directors demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas, as well as adult learning, leadership, and management, and are continually deepening their knowledge and expertise. Upon completion of the program:

### Competency 6.1.Content and Pedagogical Knowledge

Technology Directors demonstrate content and pedagogical knowledge, skills, and dispositions in technology integration and current and emerging technologies necessary to effectively implement the NETS•S, NETS•T, and NETS•A.

### Competency 6.2.Technical Knowledge

Technology Directors demonstrate knowledge, skills, and dispositions in all the technical areas necessary to ensure a sound technology infrastructure, including industry standards, data analysis/warehousing, and safety and security of data. NETS•C @ 2012 International Society for Technology in Education, ISTE ® is a registered trademark of the International Society for Technology in Education.

### Competency 6.3.Leadership and Management Knowledge

Technology Directors demonstrate knowledge, skills, and dispositions in leadership and management areas, including leadership theory and practice, organizational change, project management, and budget and contract management.

### Competency 6.4.Continuous Learning

Technology Directors engage in continuous learning to deepen their content, technical, and leadership and management knowledge, skills, and dispositions.

### Competency 6.5.Reflection

Technology Directors regularly evaluate, reflect on, and synthesize their work and research to improve and strengthen their professional practice.

| Ineffective   | Improvement<br>Necessary | Effective     | Highly<br>Effective |               |
|---------------|--------------------------|---------------|---------------------|---------------|
| 1.0<br>Points | 1.75<br>Points           | 2.5<br>Points | 3.5<br>Points       | 4.0<br>Points |

Note: Borderline points always round up.

Domain 6 Rating =

| Administrator<br>Effectiveness Rubric | Category                  | Points   |
|---------------------------------------|---------------------------|----------|
|                                       | Highly Effective (HE)     | 4        |
|                                       | Effective (E)             | 3 or 3.5 |
|                                       | Improvement Necessary (I) | 2 or 2.5 |
|                                       | Ineffective (IN)          | 1 or 1.5 |

| Domain | Score |
|--------|-------|
| 1      |       |
| 2      |       |
| 3      |       |
| 4      |       |
| 5      |       |
| 6      |       |
| Total  |       |

**Effectiveness Rating:**

## Domain 7: 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.

| Competency |                                | Does Not Meet Standard   | Meets Standard  | Points  |
|------------|--------------------------------|--|---|---|
|            |                                | Indicator  | Indicator   |   |
| 4.1        | <b>On-Time Arrival</b>         | Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)      | Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 4.2        | <b>Policies and Procedures</b> | Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.) | Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.)            | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 4.3        | <b>Respect</b>                 | Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner  | Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner   | Does Not Meet Standard = -.30<br>Meets Standard = 0 |

## Domain 8: Attendance

| Competency |                                 | Indicator            | Points           |
|------------|---------------------------------|----------------------|------------------|
| 5.1        | <b>Annual Attendance Record</b> | 0 to 4 days absent   | Earns .25 points |
|            |                                 | 4.5 to 7 days absent | Earns .15 points |
|            |                                 | Over 7 days absent   | Earns 0 points   |

\*A pattern of behavior in any of the categories above should be documented along with notification of the teacher over the course of the evaluation time frame. Does not include bereavement or professional days.

# **Brown County Schools Athletic Director Effectiveness Rubric**



### Domain 1: Diagnosis and Planning

| <b>Athletic Director</b> | <b>4<br/>Highly Effective</b>  | <b>3<br/>Effective</b>  | <b>2<br/>Improvement Necessary</b>   | <b>1<br/>Ineffective</b>   |
|--------------------------|--|---|--|--|
| <b>a. Team</b>           | Recruits a strong leadership team (i.e. staff, coaches) and develops skills and commitment to a high level.  | Recruits and develops a leadership team with a balance of skills.   | Enlists one or two like-minded colleagues to provide advice and support.                 | Is a Lone Ranger working with little or no support from colleagues.                          |
| <b>b. Diagnosis</b>      | Involves stakeholders in a comprehensive diagnosis of the athletic program's strengths and weaknesses.       | Carefully assesses the athletic program's strengths and areas for development                                       | Makes a quick assessment of the athletic program's strengths and weaknesses.             | Is unable to gather much information on the athletic program's strong and weak points.       |
| <b>c. Mission</b>        | Writes a succinct, inspiring, results-oriented mission statement that wins staff and student-athlete buy-in. | Writes a memorable, succinct, results-oriented mission statement that's known by all staff.                         | Distributes a boiler-plate statement that few colleagues remember.                       | Does not share a mission statement.  |
| <b>d. Theory</b>         | Wins staff ownership for a robust, research-based theory of action for improving performance.                | Researches and writes a convincing theory of action for improving performance.                                      | Accepts colleagues' current notions of how student performance is improved.              | Says that hard work improves performance but secretly doubts that progress can be made.      |
| <b>e. Strategy</b>       | Collaboratively crafts a lean, comprehensive, results-oriented plan with annual goals.                       | Gets input and writes a comprehensive, measurable plan for the current year.  | Writes a cumbersome, non-accountable plan.   | Recycles the previous year's cumbersome non-accountable plan.                                |
| <b>f. Target Goals</b>   | Gets strong staff commitment on a bold, ambitious, long term athletic program target.                        | Builds staff support for long term athletic program target.   | Expresses confidence that the athletic program will improve each year through hard work. | Takes one year at a time, urging staff to improve their athletic program.                    |
| <b>g. Support</b>        | Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.             | Builds ownership and support among stakeholders (e.g. PE/Health Dept., parents, alumni) for achieving annual goals. | Presents the annual plan to stakeholders and asks them to support it.                    | Gets the necessary signatures for the annual plan, but there is little ownership or support. |
| <b>h. Influence</b>      | Masterfully wins over resistant staff members who feared change and/or harbored low expectations.            | Manages resistance, low expectations, and fear of change.   | Works on persuading resistant staff members to get on board with the plan.               | Is discouraged and immobilized by staff resistance, fear of change, and low expectations.    |
| <b>i. Modify</b>         | Regularly tracks progress, gives and takes feedback, and continuously improves performance.                  | Periodically measures progress, listens to feedback, and modifies the plan.   | Occasionally focuses on key data points and prods colleagues to improve.                 | Is too caught up in the daily crisis to focus on emerging data.                              |

Domain 1 Rating = \_\_\_\_



**Domain 2: Priority Management and Communication**

| <b>Athletic Director</b> | <b>4<br/>Highly Effective</b>   | <b>3<br/>Effective</b>   | <b>2<br/>Improvement Necessary</b>   | <b>1<br/>Ineffective</b>   |
|--------------------------|---|--|--|--|
| <b>a. Planning</b>       | Plans for the year, month, week, and day, accomplishing highest-leverage activities.                              | Plans for the year, month, week, and day, keeping highest-leverage activities front and center.              | Comes to work with a list of what needs to be accomplished that day but is often distracted from them. | Has a list in his or her head of tasks to be accomplished each day, but often loses track.               |
| <b>b. Communication</b>  | Skillfully and eloquently communicates goals to all constituencies using a variety of channels                    | Uses a variety of means (e.g. face to face, newsletters, websites) to communicate goals to others.           | Has a limited communication repertoire and some key stakeholders are not aware of school goals.        | Is not an effective communicator, and others are often left guessing about policies and directions.      |
| <b>c. Outreach</b>       | Frequently solicits and uses constructive feedback and help from staff, students, parents, and external partners. | Regularly reaches out to staff, students, parents, and external partners for constructive feedback and help. | Occasionally asks staff, students, parents, or external partners for feedback.                         | Never reaches out to others for feedback or help.  |
| <b>d. Follow-Up</b>      | Has a foolproof system for capturing key information, remembering, prioritizing, and following-up                 | Remembers, prioritizes important information, and almost always follows up.                                  | Is sometimes overwhelmed by events and sometimes doesn't follow up.                                    | Trusts his or her memory to retain important information, but often forgets and drops the ball.          |
| <b>e. Expectations</b>   | Expectations for management procedures and discipline are kept at the forefront (part of the culture).            | Makes sure athletic staff knows what is expected for management procedures and discipline.                   | Periodically reminds athletic staff of policies on management procedures and discipline.               | Is constantly reminding athletic staff what the should be doing in management and discipline.            |
| <b>f. Delegation</b>     | Has highly competent people in all key roles and is able to entrust them with maximum responsibility.             | Delegates appropriate tasks to competent staff members and checks on progress.                               | Doesn't delegate some tasks that should be done by others.   | Does almost everything him- or herself.  |
| <b>g. Meetings</b>       | All key groups meet on a regular basis and take responsibility for productive agendas                             | Ensures that key groups (e.g. leadership, coaches, program support personnel) meet regularly.                | needs to call key group meetings each month because they are not in people's calendars.                | Convenes leadership, and other groups only when there is a crisis or an immediate need.                  |
| <b>h. Prevention</b>     | Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.         | Is effective at preventing and/or deflecting many time-wasting crises or activities.                         | Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.                      | Finds that large portions of each day are consumed by crises, and time-wasting activities.               |
| <b>i. Efficiency</b>     | Deals quickly and decisively with the highest priority e-mail and paperwork, delegating the rest.                 | Has a system for dealing with e-mail, paperwork, and administrative duties.                                  | Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.              | Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission. |
| <b>j. Balance</b>        | Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep and vacations.             | Is healthy and focused by balancing work demands with healthy habits.  | Is sometimes unfocused and inattentive because of fatigue.   | Is unproductive and irascible because of fatigue and stress.   |

**Domain 2 Rating = \_\_\_\_\_**

### Domain 3: Supervision and Professional Development

| Athletic Director        | 4<br>Highly Effective   | 3<br>Effective   | 2<br>Improvement Necessary  | 1<br>Ineffective   |
|--------------------------|---|--|---|--|
| a. Meetings              | In staff meetings, has members discuss results, learn best strategies, and build trust and respect.   | Uses staff meetings to share strategies and become more cohesive.  | Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.          | Rarely convenes staff members for one-way lectures on policies.  |
| b. Ideas                 | Ensures that the whole staff is current on professional literature and constantly explores best practices.  | Reads and shares research and fosters an on-going discussion of best practices.  | Occasionally passes along interesting articles and ideas to colleagues.                                       | Rarely reads professional literature or discusses best practices.  |
| c. Development           | Orchestrates aligned, high quality coaching workshops, training, and other professional learning tuned to staff needs.  | Organizes aligned, on-going coaching and training that builds program proficiency.   | Provides conventional staff development workshops to staff members.   | Provides occasional workshops, leaving staff mostly on their own in terms of professional development.       |
| d. Support / Empowerment | Consistently provides an avenue for staff, coaches and athletes to request or discuss their support needs. Encourages coaching teams to work together to address students' behavioral and skills issues/concerns. | Frequently provides an avenue for staff, coaches and athletes to request or discuss support needs. Supports coaching teams to work together to address students' behavioral and skill issues/concerns. | Sometimes supports staff, coaches and athletes with avenues to discuss support needs.                         | Does not support staff, coaches and athletes with avenues to discuss support needs.                          |
| e. Supervision           | Visits 3-5 practices/games a week and gives helpful, face-to-face feedback to each coach within 24 hours.   | Makes unannounced visits to a few practices/games weekly and gives helpful feedback to coaches.  | Tries to attend practices/games but is often distracted by other events and rarely provides feedback.         | Only observes coaches in annual or bi-annual observation visits.   |
| f. Criticism             | Courageously engages in difficult conversations with below-proficient coaches/staff members, helping them improve.  | Provides redirection and support to coaches/staff members who are less than proficient.  | Criticizes struggling coaches/staff members but does not give them much help for improving their performance. | Shies away from giving honest feedback and redirection to coaches/staff members who are not performing well. |
| g. Housekeeping          | Counsels out or dismisses all ineffective coaches/staff members, scrupulously following HR policy and procedures.   | Counsels out or dismisses most ineffective coaches/staff members carefully following HR policy and procedures.   | Tries to dismiss one or two ineffective coaches/staff members, but is stymied by procedural errors.           | Does not initiate dismissal procedures, despite evidence that some coaches/staff members are ineffective.    |
| h. Hiring                | Recruits, hires, and supports highly effective coaches/staff members who share the school's vision.   | Recruits and hires effective coaches/staff members who share the school's mission.   | Hires coaches/staff members who seem to fit his or her philosophy of coaching.                                | Makes last-minute appointments to coaches/staff members vacancies based on candidates who are available.     |

Domain 3 Rating = \_\_\_\_\_

#### Domain 4: Discipline and Family Involvement

| Athletic Director | 4<br>Highly Effective  | 3<br>Effective  | 2<br>Improvement Necessary  | 1<br>Ineffective  |
|-------------------|--|---|---|---|
| a. Expectations   | Gets staff buy-in for clear, school-wide and athletic program student-behavior standards, routines, and consequences.                        | Sets expectations for student-athlete behavior and establishes athletic program routines and consequences; follows school-wide routines and consequences. | Urges staff to demand good student behavior, but allows different standards in different teams.                 | Often tolerates discipline violations and enforces the rules inconsistently.                      |
| b. Effectiveness  | Deals effectively with any disruptions to coaching and learning, analyzes patterns, and works on prevention.                                 | Deals quickly with disruptions and looks for underlying causes.   | Deals firmly with student athletes who are disruptive in athletic settings, but doesn't get to the root causes. | Tries to deal with disruptive student athletes but is swamped by the number of problems.          |
| c. Celebration    | Publicly celebrates kindness, effort, and builds student pride in their school.  | Praises student and athletic achievement and works to build school spirit.  | Praises well-behaved students, performance and good grades.   | Rarely praises students and fails to build school pride.  |
| d. Training       | Ensures that staff are skilled in positive discipline and sensitive handling of student issues.  | Provides trainings and suggests articles and books on effective team management.  | Urges coaches to get better at team management.   | Does little to build coaches' skills in classroom management.                                     |
| e. Support        | Is highly effective getting counseling, mentoring, and other supports for high-need student athletes.  | Identifies struggling student athletes and works to get support services to meet their needs.   | Tries to get crisis counseling for highly disruptive and troubles student athletes.                             | Focuses mainly on discipline and punishment with highly disruptive and troubles student athletes. |
| f. Openness       | Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school athletic program. | Makes parents feel welcome, listens to their concerns, and tries to get them involved in appropriate ways.  | Reaches out to parents and tries to understand when they are critical.  | Makes little effort to reach out to families and is defensive when parents express concerns.      |
| g. Conferences    | Manages productive parent/officials complaints/incidents in which all parties receive specific suggestions on next steps.                    | Works to minimize the number of face-to-face parent/official incidents.   | Makes sure that incidents are documented correctly and provided to appropriate parties.                         | Provides little or no monitoring of the parent/official complaints/incidents.                     |
| h. Communication  | Regularly communicates athletic program information and gets all coaches to regularly communicate substantive updates.                       | Periodically communicates athletic program information and asks coaches to have periodic channels of communication of their own.                          | Suggests that coaches communicate regularly with parents.   | Leaves parent contact and communication up to individual coaches.                                 |
| i. Backstopping   | Assists in providing effective safety-net programs for student athletes with inadequate home support.  | Communicates to others the need for safety-net programs for student athletes whose parents do not provide adequate support.                               | Provides ad hoc, occasional support for student athletes who are not adequately supported at home.              | Does not provide assistance for student athletes with inadequate home support.                    |

Domain 4 Rating = \_\_\_\_

**Domain 5: Management and External Relations**

| <b>Athletic Director</b>             | <b>4<br/>Highly Effective</b>  | <b>3<br/>Effective</b>   | <b>2<br/>Improvement Necessary</b>  | <b>1<br/>Ineffective</b>   |
|--------------------------------------|--|--|---|--|
| <b>a. Strategies</b>                 | Implements proven strategies (e.g. team teaching) that boost student learning  | Suggests effective strategies (e.g. team teaching) to improve student learning.                                      | Explores macro strategies that might improve performance.   | Sticks with the status quo for fear of alienating stakeholders.  |
| <b>b. Scheduling</b>                 | Creates an equitable practice/team/transportation schedule that maximizes learning, collaboration, and smooth transitions.                 | Creates a schedule that provides practice/game/transportation times for all athletic teams.                          | Creates a schedule with some flaws and few opportunities for effective use of resources.                              | Creates a schedule with inequities, technical flaws, and little time for athletic team events.                     |
| <b>c. Movement</b>                   | Regularly supervises orderly student athlete entry, transitions, and dismissal in common practice and competition areas.                   | Often supervises orderly student athlete entry, transitions, and dismissal in common practice and competition areas. | Intermittently supervises student athlete entry, transitions, and dismissal in common practice and competition areas. | Rarely supervises student athlete entry, transitions, dismissal and common spaces and there are frequent problems. |
| <b>d. Athletic Staff</b>             | Leads staff to ensure effective, creative use of space and a clean, safe and inviting athletic department area.                            | Supervises staff to keep the department area, equipment and uniforms clean, attractive and safe.                     | Works with staff to keep the department area clean and safe, but there are occasional lapses.                         | Leaves department cleanliness and safety to custodial staff and there are frequent lapses.                         |
| <b>e. Transparency</b>               | Is transparent about how and why decisions were made, involving stakeholders, whenever possible.   | Ensures that staff members know how and why key decisions are being made.  | Tries to be transparent about decision-making but stakeholders sometimes feel shut out.                               | Makes decisions with little or no consultation, causing frequent resentment and morale problems.                   |
| <b>f. Bureaucracy</b>                | Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning. | Manages bureaucratic, contractual, and legal issues efficiently and effectively.                                     | Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.                    | Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt the program activities.     |
| <b>g. Budget</b>                     | Skillfully manages the budget and finances to maximize student achievement and staff growth  | Manages the athletic program's budget and finances to support the strategic plan.                                    | Manages budget and finances with few errors, but misses opportunities to support the strategic plan.                  | Makes errors in managing the budget and finances and misses opportunities to further the mission.                  |
| <b>h. Compliance</b>                 | Fulfills all compliance & reporting requirements and creates new opportunities to support the athletic program and student athletes.       | Fulfills compliance and reporting responsibilities to BCS, WIC, and beyond.  | Meets minimum compliance and reporting responsibilities with occasional lapses.                                       | Has difficulty keeping the school in compliance and with BCS, WIC and other external requirements.                 |
| <b>i. Collaborating / Networking</b> | Builds strong relationships with key BCS personnel including external stakeholders; gets them excited about the program's mission.         | Builds relationships with BCS and external stakeholders to foster collaborations.                                    | is correct and professional with BCS and external collaborators but does not enlist their active support.             | Neglects relationship-building with BCS and external staff and doesn't have their support to get things done.      |
| <b>j. Resources</b>                  | taps all possible human and financial resources to support the school's mission and strategic plan.  | Is effective in bringing additional human and financial resources (e.g. gate receipts) into the school.              | Occasionally raises additional funds or finds volunteers to help out.   | Is resigned to working with the standard school budget, which doesn't seem adequate.                               |
| <b>k. Celebration</b>                | Publicly celebrates teamwork, effort and improvement and builds staff/coach pride in their school.   | Praises staff/coach achievement and works to build school spirit.  | works with staff to keep the department area clean and safe, but there are occasional lapses.                         | Rarely praises staff/coaches.  |

**Domain 5 Rating = \_\_\_\_\_**

**Domain 6: Miscellaneous (Gap Areas)**

| <b>Athletic Director</b>                                  | <b>4<br/>Highly Effective</b>  | <b>3<br/>Effective</b>   | <b>2<br/>Improvement Necessary</b>  | <b>1<br/>Ineffective</b>  |
|---|--|--|---|---|
| <b>a. Student Health and Safety</b>                       | Meets regularly with IU Health Officials and Athletic Trainer to provide necessary assessments of student athlete health/safety. Plans for emergency situations have been developed for many situations. Staff/coaches have learned their responsibilities in case of emergencies. | Collaboration with Athletic Trainer occurs as needed to Assess and learn the range of student athlete needs in the school. Plans for emergency situations have been developed for many situations.   | Assessments of student athlete needs are perfunctory. Plans for emergency situations have been developed for the most frequently occurring situations but not others. | Does not assess student athlete needs, or the assessments result in inaccurate conclusions. Has no contingency plans for emergency situations.  |
| <b>b. Monitors Facilities to Ensure Health and Safety</b> | Staff and coaches are proactive; they recognize, are involved in and may initiate solutions for improving student health and safety. Creates school-wide awareness to enhance the notion that all members of the learning community share this responsibility.                     | Initiates discussions with appropriate parties to create a shared responsibility for the students' health and safety. Works closely with operations staff to enhance the athletic facilities and proactively implements appropriate security measures for students/coaches/staff.  | Requests routine repair and maintenance measures to ensure the health and safety of students/coaches/staff, and to enhance the learning environment.                  | Ignores the facilities and grounds, depending on others to handle. Does not anticipate security or safety issues for students/coaches/staff.  |
| <b>c. Media and Public Relations</b>                      | Effectively advocates for the athletic program and student athletes, understands attitudes and concerns of stakeholders and skillfully represents the program in a positive way. Prepares coaches and athletes for interactions with media.  | Serves as an advocate for the athletic program and student athletes to build and maintain positive relationships with the public.  | Understands the importance of maintaining cooperative relationships between stakeholders and representatives from the media.  | Does not effectively manage media and public relations which results in poor image for the athletic department and student athletes.  |
| <b>d. Events Manager</b>                                  | Expertly and efficiently organizes event(s) details utilizing staff suitably to ensure smooth delivery for all stakeholders involved.  | Provides leadership and general direction to the event staff. Plans event(s) including facilities set-up, operational planning involving the host facility and all visitors.   | Details of event(s) are not organized in a timely manner. Staff members may not know their role for the event(s).   | Aware of need to organize details and identifies basic resources needed to manage the event(s). Errors in details take place that result in frustration, miscommunication, and an uncoordinated event(s). |
| <b>e. Sports Coordinator</b>                              | Efficiently develops schedules, rules, clinics, and proactively communicates with sport stakeholders. Always available at post-season tournaments and serves on the tournament committee.  | Develops league schedules, clinics, and tournaments and updates sports rules annually. Has pre- and post- season meetings with coaches and athletic staff.   | Maintains current league standing and submits final standing.   | Provides basic scheduling and sports rules annually with few errors.  |
| <b>f. Conflict Management and Resolution</b>              | Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. Resolves conflicts to ensure the best interest of the student athletes and/or the work unit.   | Resolves work unit or program-based problems / conflicts in a fair, democratic way. Provides opportunities for stakeholders to express opinions contrary to those of authority or in relation to potentially discordant issues. Discusses with stakeholders and implements solutions to address potentially discordant issues. | Creates and utilizes existing processes to resolve problems and / or areas of conflict within the work unit or program.   | Demonstrates awareness of potential problems and / or areas of conflict within the work unit or program.  |

Domain 6 Rating = \_\_\_\_

### Domain 7: Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in this 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.

| Competency |                         | Does Not Meet Standard   | Meets Standard   | Points  |
|------------|-------------------------|--|--|---|
|            |                         | Indicator  | Indicator  |   |
| 7.1        | 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 set forth by local school policy and by the relevant collective bargaining agreement.                 | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 7.2        | 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.) | Does Not Meet Standard = -.30<br>Meets Standard = 0 |
| 7.3        | 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.   | Does Not Meet Standard = -.30<br>Meets Standard = 0 |

Domain 7: \_\_\_\_\_

## **Communication of Summative Ratings to Human Resources**

Once Summative Ratings have been finalized, they are communicated to the Brown County Schools Treasurer by the Director of Student Learning. A data file with the names of all certificated employees and their ratings is exported from OwnIt Evaluations, the district's current data warehouse for summative results. Each certificated employee is assigned an Effectiveness Rating of 1- 4 by their designated primary evaluator based on the particular metrics associated with their certified position. The Business Office then determines the eligibility of each certificated employee for any stipend or pay increase allowable. Certificated employees with an effectiveness rating of 3 or 4 are eligible for any negotiated salary increases and/or stipends.