

3220 - STAFF EVALUATION

The School Board shall adopt a plan for annual performance evaluations of each certificated employee, as defined in I.C. 20-28-11.5-0.5, employed by the School Corporation. This includes each certificated employee as defined in I.C. 20-29-2-4 and, in each school year beginning after June 30, 2014, each teacher as defined in I.C. 20-18-2-22. This plan may be amended as needed, subject to any required discussion with the teachers or the teachers' representative if there is one.

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

- A. performance evaluations for all certificated employees, as defined in I.C. 20-28-11.5-0.5, 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, as defined in I.C. 20-28-11.5-0.5, 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. for annual performance evaluations for school years beginning after June 30, 2015, provide for a pre-evaluation planning session conducted by the Superintendent or equivalent authority for the Corporation with the principals in the Corporation;
- H. discussion of the evaluation between the evaluated employee and the evaluator.

In developing a performance evaluation model, the Corporation may consider the following.

- A. test scores of students (both formative and summative)
- B. classroom presentation observations
- C. observation of student-teacher interactions
- D. knowledge of subject matter
- E. dedication and effectiveness of the teacher through time and effort on task
- F. contributions of teachers through group teacher interactivity in fulfilling the school improvement plan
- G. cooperation of the teacher with supervisors and peers
- H. extracurricular contributions of the teacher
- I. outside performance evaluations
- J. compliance with Corporation rules and procedures
- K. other items considered important by the Corporation in developing each student to the student's maximum intellectual potential and performance

The Corporation's annual performance evaluation plan shall be in writing and shall be explained to the Board in a public meeting before the evaluations are conducted. Prior to the plan being explained to the Board, the Superintendent shall discuss the plan with the teachers or the teachers' representative, if there is one. This discussion is not subject to the Open Door Law. The plan is not subject to bargaining; however, discussion of the plan shall be held.

The Principal of each school in the Corporation shall report in the aggregate the results of staff performance evaluations for the school for the previous year to the Superintendent and the Board at a public Board meeting held before August 15 of each year on the schedule determined by the Board. Before presentation to the Board, the Superintendent shall discuss the report of completed evaluations with the teachers or the teachers' representative, if there is one. This discussion is not subject to the Open Door Law. The report of completed evaluations is not subject to bargaining; however, discussion of the report shall be held.

The Corporation annually shall provide the Indiana Department of Education with the disaggregated results of staff performance evaluations for all schools in the Corporation before November 15 of each year.

I.C. 20-18-2-22
I.C. 20-28-11.5-0.5
I.C. 20-28-11.5-4
I.C. 20-28-11.5-9
I.C. 20-29-2-4

Revised 6/18/12
Revised 4/18/16

© Neola 2015

Teacher Appreciation Grant Policy

3220.01 Evaluation

The North Vermillion Community School Corporation (NVCSC) Governing Board adopted the Teacher Appreciation Grant Policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the NVCSC's staff performance evaluation plan outline as one (1) document by September 15th of each year.

Teacher appreciation grant funds received by the NVCSC shall be distributed to licensed teachers (as defined in I.C. 20-28-1-7) who meet the following criteria:

- A. Employed in the classroom (including providing instruction in a virtual classroom setting) within NVCSC;
- B. Rated as Effective or Highly Effective on their most recent performance evaluation from NVCSC; and
- C. Employed by the NVCSC as of December 1st of the year in which the teacher appreciation grant are received by the corporation.

The Corporation shall distribute the teacher appreciation grant funds it receives as follows:

- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in the amount that is twenty-five percent (25%) more than the stipend given the teacher rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.
- C. The Corporation shall not allocate a percentage of the Teacher Appreciation Grant funds received to provide a supplemental award to each teacher less than five (5) years of service who is rated as highly effective or effective on the most recent performance evaluations.

A stipend to an individual teacher in a particular year is not subject to collective bargaining but is discussable and is in addition to the minimum salary or increases in the salary set under I.C. 20-28-9-5.

The NVCSC shall distribute all stipends from a teacher appreciation grant to individual teachers within twenty (20) business days of the date the IDOE distributes the teacher appreciation grant funds to the Corporation.

Adopted 8/16/2022

North Vermillion Community School Corporation

Teacher Evaluation and Development Plan

The purpose of this handbook is to outline and explain the North Vermillion Community School Corporation (NVCSC) Teacher Evaluation and Development Plan. The model is a modification of the IDOE's RISE Teacher Evaluation model. During the 2015 summer, the administrative staff met several times to develop this handbook. The committee included the following people:

Ed Eiler, Paule Pfluederer-	Superintendent (Interim)
Jayne Ann Virostko-	High School Principal
Brian Byrum-	Elementary Principal
Josán Fischer-	High School Assistant Principal

The following handbook represents a collaborative effort that ensures the NVCSC Teacher Evaluation and Development plan is in compliance with public law 90. (Senate Enrolled Act 1)

Guiding Principles

1. Nothing NVCSA can do for our students matters more than giving them effective teachers. Teachers are the most important school factor in how much children learn.
2. Teachers deserve to be treated like professionals. NVCSA is 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.

Legislative Context

In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, or Public Law 90, a new law relating to the evaluation of all certified teaching staff. The new law introduced 6 main requirements:

- Every certified employee must receive an evaluation annually.
- Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective.
- Every evaluation system must incorporate objective measures of student growth and achievement as a significant portion of a teacher's evaluation.
- Rigorous measures of effectiveness, including observations and other performance indicators.
- An explanation of the evaluator's recommendations for improvement and the time in which improvement is expected.
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

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, which are believed to be highly correlated with positive student learning outcomes. The *highly effective* teacher's students, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive student learning outcomes. The *effective* teacher's students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are 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, which are 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. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. 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, and Leadership.
2. **Student Learning** – Teachers' contribution to student academic progress, assessed through multiple measures of student academic achievement and growth.

Timeline

August – September

- Evaluator is presented with the evaluation information and given opportunity to ask questions and get clarification of the process

August – December

- Evaluator makes classroom observations and provides timely feedback.

November – February

- Teacher and evaluator meet for the Mid-Year Conference at teacher's request or evaluator's discretion.

January – May

- Evaluator continues to make classroom observations and provide timely feedback

May – June

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation

Upon Collection of Data

- Teacher and evaluator meet to go over final summative evaluation when all data has been received. Professional development will be discussed (and assigned if necessary)

Evaluation Steps

Step 1 – Beginning-of-Year Presentation – all certified employees will be evaluated annually. The Administrator/Evaluator will meet with certified staff at the beginning of the school year (August or September). The purpose of the meeting is to:

- review the evaluation process and
- highlight priority competencies and indicators from the Teacher Effectiveness Rubric

**Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences. The following table indicates minimum requirements for observations.

Observation	Length	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
Extended	30-40 minutes	2 a year/ 3 a year for new teachers or teachers with a prior summative rating of <i>Improvement Necessary</i> or <i>Ineffective</i> within the last 2 years	Optional	Yes	Within 7 days	Evaluator's discretion
Walk through	5 – 15 minutes	Evaluator's discretion	No	No	If needed	No

Optional Forms (Appendix A)
 Pre-Observation Form (Form 1)
 Post-Observation Form (Forms 2 & 3)

If a teacher is on an improvement plan, that plan will determine the number of observations and feedback.

Step 3 – Mid-Year Conference (by teacher's request or evaluator's discretion) - This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far. This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 2 years. This conference is also mandatory for any teacher new to NVCS with less than 1 total years of teaching experience.

Optional Forms (Appendix A)

Mid-Year Professional Practice Check-In Form (Form 4)

Step 4 – Teacher Effectiveness Rubric: Scoring (Appendix B)

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning and leadership. See Teacher Effectiveness Rubric Domains 1 and 3.
2. **The primary evaluator uses professional judgment to establish three final ratings in Planning, Instruction, and Leadership.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first three domains. The 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.

*It is recommended that the evaluator not average competency scores to obtain the final Domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

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

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

2. **The primary evaluator uses established weights to calculate one rating for domains 1-3.**

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 1: Planning (15%), Domain 2: Instruction (75%), and Domain 3: Leadership (10%) Effective instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes.

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the School Wide Learning score and Student Achievement & Growth data from the state in order to calculate a final rating.

Domains 1-3 Weighted Scores

DOMAIN	RATING (1-4)	WEIGHT	WEIGHTED RATING
Domain 1 - Planning		15%	
Domain 2 - Instruction		75%	
Domain 3 - Leadership		10%	

Use the following formula to calculate by hand:

1. Rating % Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score for Domains 1-3

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

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

1. Professional Practice – Assessment of instructional knowledge and skills

Measure: Indiana Teacher Effectiveness Rubric (TER)

2. Student Learning – Contribution to student academic progress

Measure: School-wide Learning Measure (SWL) – IDOE's A-F Ratings

Measure: Individual Growth Model (IGM) – IDOE's 1-4 Ratings, mClass, DIBELS, TRC, Acuity, ECA, Star Reading, teacher created assessment (approved by administration)

The School-wide Learning Measure is determined based upon the school's current grade as defined by the IDOE. If a teacher teaches at more than one building, the school's score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school's scores will be averaged. The following scale shall determine the amount of points awarded:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

If IGM data was used, this measure only applies to teachers of grades 4 through 8 who teach ELA or Math. The method for scoring this measure would come from the IDOE. This growth model data score must be included in the teacher summative score.

Negative impact on student learning shall be defined as follows:

- For classes measured by statewide assessments with growth model data, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- For classes that are not measured by statewide assessments, negative impact on student growth shall be defined where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state. Data will include, but not be limited to, grades, classroom assessments, ECAs, student performance, etc. This negative impact on student growth shall be determined by the primary evaluator.
- A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Weighing of Measures – The primary goal of the weighing method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Individual Growth Model (IGM), Student Achievement & Growth Data (SAG).

All teacher evaluations will be comprised using one of the following two percentage groups:

Group 1: (Grades 4 – 8 teachers with IGM data)

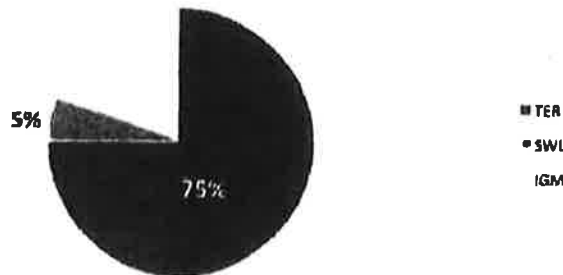
75% Teacher Effectiveness Rubric (TER) – Observations

20% IGM (Indiana Growth Model Data)

5% School-wide Learning Measure Data (SWL) – DOE A-F rating by building

Equals 100% Summative Teacher Evaluation Score

Summative Rating Evaluation Score

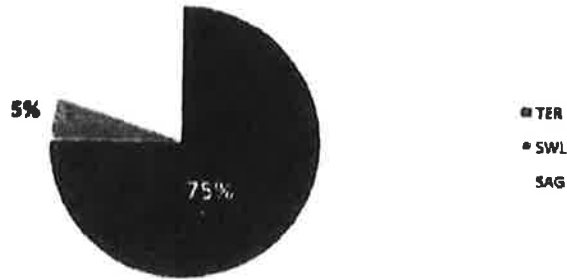


Group 2: (Teachers that do not have IGM data)

- 75% Teacher Effectiveness Rubric (TER) - Observations
- 20% Student Achievement and Growth Data (SAG) - Acuity, mClass, DIBELS, TRC, Star Reading, ECA, assessment designed by teacher and approved by administration, or another administrative approved assessment
- 5% School-wide Learning Measure Data (SWL) - DOE A-F rating by building

Equals 100% Summative Teacher Evaluation Score

Summative Rating Evaluation Score



Once the weights are applied appropriately, an evaluator will have a final decimal number

Component	Raw Score	Weight	Weighted Score
TER		75%	
IGM (if applicable)		20%	
SAG (if applicable)		20%	
SWL		5%	
Sum of Weighted Scores			

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



**Borderline points will always round up.

Step 6: End-of-Year Summative Evaluation Conference - The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

Teacher Remediation Plan - If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days (or 1 semester) in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher's license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 5) is an optional form that can be used.

The NVCSC Teacher Evaluation Process will be reviewed by teacher and administrative representatives at the conclusion of the 2015-2016 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the NVCSC Teacher Evaluation Process.

Appeal - A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent no later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice - A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents by letter of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*.

IDOE Reports - Before August 1, 2013 (and each year following), the school corporation shall provide the results of the teacher performance evaluations including the number of teachers placed in each performance category to the IDOE. The results may not include the names of teachers.

Compensation - A teacher rated *ineffective* or *improvement necessary* may not receive any raise or increment for the following year if the teacher's employment contract is continued.

Tenure Categories - New Teacher Tenure Categories begin July 1, 2012

- A. Probationary Teacher (IC 20-28-6-7.5) - A teacher who has not received a rating (newly hired) or an established/professional teacher who receives a rating of *ineffective* or an established/professional teacher who receives two consecutive ratings of *improvement necessary*.
- B. Established Teacher (IC 20-28-6-8) - A teacher who serves under contract before July 1, 2012 and enters into another contract before July 1, 2012. All current teachers become established teachers on July 1, 2012.
- C. Professional Teacher (IC 20-28-6-7.5) - A teacher who receives a rating of *effective* or *highly effective* for at least 3 years in a 5-year (or shorter) period. A professional teacher becomes probationary if he/she receives a rating of *ineffective* or 2 consecutive ratings of *improvement necessary*.

Contract Cancellation Grounds (IC 20-28-7.5-1)

A. Probationary Teacher

1. One (1) *ineffective* rating
2. Two (2) consecutive years of *improvement necessary*
3. Justifiable decrease in teaching positions – After June 20, 2012, RIF's in positions must be based on performance and not seniority
4. Any reason considered relevant to the school's interest

B. Established/Professional Teacher

1. Justifiable decrease in positions – After June 30, 2012, RIF's in positions must be based on performance and not seniority
2. Immorality
3. Insubordination
4. Incompetence
 - a. Two (2) consecutive years of *ineffective* ratings; or
 - b. *Ineffective* or *improvement necessary* in three (3) years of any 5-year period
5. Neglect of duty
6. Certain felony convictions
7. Other good and just cause

Appendix A
"Forms"

- Form 1: **Pre-Observation Form - Teacher (Optional Hard Copy)**
 1. Teacher will receive an electronic notification of a formal observation through e-mail. This form could be used in place or addition to that email notification.

- Form 2: **Post Observation Form – Evaluator (Optional Hard Copy)**
 1. Teacher will receive an electronic notification of the results from the formal observation through e-mail. These results may include score given and comments on the domains observed from the TER. This form could be used in place or addition to that email notification.

- Form 3: **Post Observation Form – Teacher (Evaluator's option)**
 1. Teacher to fill out this form upon request from the evaluator

- Form 4: **Mid Year Check-In Form (Optional)**
 1. To be filled out by the evaluator for continual communication and development on best instruction practices and a performance review from the beginning of the school year.

- Form 5: **Professional Development Plan (If Needed)**
 1. If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days (or 1 semester) in length to correct the deficiencies noted in the evaluation.

- Form 6: **Final Summative Rating (Mandated)**
 1. A copy of this form will be given to the teachers as well as become part of the educator's permanent file at the building and district administrative offices.

Form 1

Pre-Observation Form - Teacher

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:

Form 2

Post-Observation Form - Evaluator

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:

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

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

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

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.

Form 3

Post-Observation Form - Teacher

School: _____

Observer: _____

Teacher: _____

Grade/Subject: _____

Date of Observation: _____

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 well?

2. Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? How do you know? 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?

Form 4

Mid-Year Check-In Form

School: _____ Summative Evaluator: _____
 Teacher: _____ Grade/Subject: _____
 Date: _____

Note: Mid-year check-in conferences are optional for any teacher without a professional practice plan, but can be helpful for evaluators to assess what information still needs to be collected, and for teachers 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 Formal Observations Prior to Mid-Year Check-in: _____

Number of Informal Observations Prior to Mid-Year Check-in: _____

DOMAIN 1: Planning	Mid-Year Assessment of Domain 1	
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	4- Highly Effective	3- Effective
Mid-Year Rating (Circle One)	2- Improvement Necessary	1- Ineffective
	NA	

Form 4 (continued)

DOMAIN 2: Instruction	Mid Year Assessment of Domain 2	
<p>2.1 Develop Student Understanding and Mastery of Lesson Objectives</p> <p>2.2 Demonstrate and Clearly Communicate Content Knowledge to Students</p> <p>2.3 Engage Students in Academic Content</p> <p>2.4 Check for Understanding</p> <p>2.5 Modify Instruction as Needed</p> <p>2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work</p> <p>2.7 Maximize Instructional Time</p> <p>2.8 Create Classroom Culture of Respect and Collaboration</p> <p>2.9 Set High Expectations</p>		
<p>Mid-Year Rating (Circle One)</p>	<p>4- Highly Effective</p> <p>2- Improvement Necessary</p> <p>NA</p>	<p>3 - Effective</p> <p>1- Ineffective</p>

Form 4 (continued)

DOMAIN 3: Leadership	Mid Year Assessment of Domain 3	
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		
Mid-Year Rating (Circle One)	4- Highly Effective	3- Effective
	2- Improvement Necessary	1- Ineffective
	NA	

Form 5

Professional Development Plan

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

GOAL	ACHIEVED
1.	
2.	
3.	

Teacher's Name:	
School:	
Date Developed:	Grade Level(s):
Evaluator's Approval (circle one):	
Evaluator's Signature:	Date Approved:

Form 5 (continued)

Professional Growth Goal #1			
Overall Goal:	Action Steps and Data:	Benchmarks and Data:	Evidence of Achievement:
Using your most recent evaluation, identify a professional growth goal below. (include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Include detailed steps and the data you will use to determine whether each benchmark is met	Set benchmarks to check your progress throughout the year (minimum 3).	How do you know that your goal has been met?

Stated Goal:		
Action Step 1:		
Action Step 2:		
Benchmark Date 1:	Benchmark Date 2:	Benchmark Date 3:
Evidence:		

Form 5 (continued)

Professional Growth Goal #2			
<p>Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)</p>	<p>Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met.</p>	<p>Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3).</p>	<p>Evidence of Achievement: How do you know that your goal has been met?</p>

Stated Goal:		
Action Step 1:		
Action Step 2:		
Benchmark Date 1:	Benchmark Date 2:	Benchmark Date 3:
Evidence:		

Form 5 (continued)

Professional Growth Goal #3			
Overall Goal:	Action Steps and Date:	Benchmarks and Date:	Evidence of Achievement:
Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to evaluation framework: (ex: teacher practice domain 2, competency 2.2)	Include detailed steps and the data you will use to determine whether each benchmark is met.	Set benchmarks to check your progress throughout the year (minimum 3).	How do you know that your goal has been met?

Stated Goal:

Action Step 1:

Action Step 2:

Benchmark Date 1:	Benchmark Date 2:	Benchmark Date 3:
Evidence:		

Form 6

Final Summative Rating

School: _____ Summative Evaluator _____

Teacher: _____ Date: _____

Grade/Subject: _____

Note: This form should be completed based on information collected and assessed throughout the year. Evaluators should complete this form and make a copy for the teacher to discuss results during the end-of-year summative conference

Number of Formal Extended Observations: _____

Number of Informal "Walk-through Observations": _____

Domains 1-3 Weighted Scores

DOMAIN	RATING (1-4)	WEIGHT	WEIGHTED RATING
Domain 1 - Planning		15%	
Domain 2 - Instruction		75%	
Domain 3 - Leadership		10%	

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Weighted Score
3. Rounded Weighted Score (.5 or above round up, .49 or below round down) = Final Rating

Final Teacher Effectiveness Rubric Score, Domains 1-3: _____

Component	Raw Score	Weight	Weighted Score
FER Score / Group 1 & 2		75%	
IGM Score (if applicable) / Group 1		20%	
SAG Score (if applicable) / Group 2		20%	
SWL Score / Group 1 & 2		5%	
*Sum of Weighted Scores..			

* - all teachers in the same building will receive the same score

Use the following formula to calculate by hand:

- Rating * % Weight = Weighted Rating
- Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score:

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



**Borderline points will always round up.

Final Summative Rating:

Ineffective
 Improvement Necessary
 Effective
 Highly Effective

Tenure Category:

Current School Year	Next School Year
Probationary Teacher	Probationary Teacher
Established Teacher	Established Teacher
Professional Teacher	Professional Teacher

Teacher 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 teacher to discuss the information on this form and provided a copy.

Signature: _____ Date _____



Indiana Department of Education

Indiana Teacher Effectiveness Rubric 2.0

This document contains no modifications from Version 1.0. It is labeled Version 2.0 to maintain labeling consistency across materials.

If you have received this document from any source other than the RISE website, it may have been altered from its original version.

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	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, AND lesson plans 	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> - Achievement goals, unit plans, OR lesson plans, but not all of the above 	<p>Teacher rarely or never uses prior assessment data when planning.</p>
1.2 Set Ambitious and Measurable Achievement Goals	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans an ambitious annual student achievement goal 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> - Measurable <p>The goal may not:</p> <ul style="list-style-type: none"> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year 	<p>Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes</p>
1.3 Develop Standards-Based Unit Plans and Assessments	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit 	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> - Identifying content standards that students will master in each unit; <p>Teacher may not:</p> <ul style="list-style-type: none"> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit 	<p>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</p>

<p>1.4</p> <p>Create Objective-Driven Lesson Plans and Assessments</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. 	<p>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.</p>
<p>1.5</p> <p>Track Student Data and Analyze Progress</p>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day 	<p>Based on unit plan, teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state content standards - Matching instructional strategies and activities/assignments to the lesson objectives. <p>Teacher may not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery or inform instruction. <p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress data - Maintaining a grading system <p>Teacher may not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	<p>Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system</p>

DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

Notes:

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

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3: Engage students in academic content	<p>Teacher is highly effective at engaging students in academic content.</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> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content 	<p>Teacher is effective at engaging students in academic content</p> <ul style="list-style-type: none"> - 3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) 	<p>Teacher needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes times for participation are disinterested in engaging 	<p>Teacher is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> - Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overtly disinterested in engaging

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: Check for Understanding	<p>Teacher is highly effective at checking for understanding</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> <ul style="list-style-type: none"> - Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) - Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher order thinking 	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) - Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students - Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) 	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content, but misses several key moments - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding - Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students - Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments 	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> - Teacher rarely or never checks for understanding of content, or misses nearly all key moments - Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer - Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students - Teacher rarely or never assesses for mastery at the end of the lesson

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version on

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

Notes:

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

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

Notes:

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

If you have received this document from any source other than the RISE website, it may have been altered from its original version.

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

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8: Create Classroom Culture of Respect and Collaboration	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</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> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others 	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> - Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

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

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

Note:

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

DOMAIN 3: Teacher Leadership

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

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

112

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

42



Core Professionalism Rubric

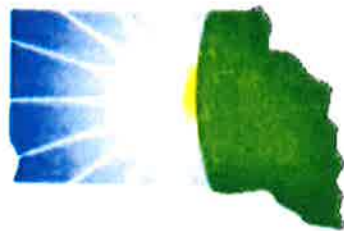
These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do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

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

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

Indiana Department of Education

Indiana Principal Effectiveness Rubric



RISE
Evaluation and
Development System

Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.1 Hiring and retention 1.1.1.1 1.1.1.2	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e., diligent individuals to fit a rigorous school culture). 	<p>Principal recruits, hires, and supports teachers by:</p> <ul style="list-style-type: none"> Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; Aligning personnel decisions with the vision and mission of the school. 	<p>Principal recruits, hires, and supports effective teachers by:</p> <ul style="list-style-type: none"> Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor; Demonstrating ability to increase some teachers' effectiveness; Occasionally applying the school's vision/mission to HR decisions. 	<p>Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:</p> <ul style="list-style-type: none"> Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; Rarely or never applying the school's vision/mission to HR decisions.
1.1.2 Evaluation of teachers	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; Following processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal prioritizes and applies teacher evaluations by:</p> <ul style="list-style-type: none"> Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Using teacher evaluations to partially differentiate the performance of teachers; Following most processes and procedures outlined in the corporation evaluation plan for all staff members. 	<p>Principal does not prioritize and apply teacher evaluations by:</p> <ul style="list-style-type: none"> Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; Rarely or never using teacher evaluation to differentiate the performance of teachers; Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.

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

Final – 8/1/2012

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.6 Strategic assignment ²	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> 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. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> 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. 	<p>Principal does not use staff placement to support instruction by:</p> <ul style="list-style-type: none"> Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal does not address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

² This indicator obviously assumes there is ability of leader to make these decisions.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.1 Mission and vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encompasses some, but not all, teachers and students. 	<p>Principal does not support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2 Classroom observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; Monitoring the impact of feedback provided to teachers. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> Visiting all teachers frequently (announced and unannounced) to observe instruction; Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> Occasionally visiting teachers to observe instruction; Occasionally analyzing student performance data to drive instruction; evaluate instructional quality; Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes. 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> Rarely or never visiting teachers to observe instruction; Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3 Teacher collaboration	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Monitoring collaborative efforts to ensure a constant focus on student learning; Tracking best collaborative practices to solve specific challenges; Holding collaborating teams accountable for their results. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; Aligning teacher collaborative efforts to the school's vision/mission. 	<p>Principal supports teacher collaboration by:</p> <ul style="list-style-type: none"> Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; Supporting and encouraging teamwork and collaboration in a limited number of ways; Occasionally aligning teacher collaborative efforts to instructional practices. 	<p>Principal does not support teacher collaboration by:</p> <ul style="list-style-type: none"> Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3.1 Planning and Developing Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; Revisiting the use and design of teacher and school-wide tracking tools. 	<p>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; Collaborating with teachers to identify standards or skills to be assessed; Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account; Systematically working with teachers to monitor and revisit SLOs throughout year as necessary; Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs. 	<p>Principal supports the creation of Student Learning Objectives (SLOs) by:</p> <ul style="list-style-type: none"> Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; Occasionally collaborating with teachers to identify standards or skills to be assessed; Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; Working with teachers only occasionally throughout the year to measure progress towards goals; Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs. 	<p>Principal does not support the creation of Student Learning Objectives by:</p> <ul style="list-style-type: none"> Failing to organize/provide opportunities for teacher collaboration; Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; Not meeting with teachers throughout the year to look at progress towards goals;
1.3.2 Rigorous Student Learning Objectives	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Ensuring teachers' SLOs define desired outcomes; appropriate state content standards; Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; Ensuring an analysis of previous year's student data is included in the development of SLOs; Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; Assessing baseline data that may not be effectively used to assess students' starting points; Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>Principal creates rigor in SLOs by:</p> <ul style="list-style-type: none"> Allowing for outcomes to be benchmarked to less than typical growth; Failing to assess baseline knowledge of students; Failing to select assessments that are appropriately aligned to content standards.
1.3.3 Instructional time	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> Removing all sources of distractions of instructional time; Promoting the sanctity of instructional time; Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions. 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> Removing major sources of distractions of instructional time; Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc.; Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<p>Principal does not support instructional time by:</p> <ul style="list-style-type: none"> Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc. Rarely or never promoting the sanctity of instructional time; Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Domain 2: Leadership Actions

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

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

<p>2.1.4 Initiative and persistence</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Achieving most, but not all expected goals; Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal does not display initiative and persistence by:</p> <ul style="list-style-type: none"> - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.
--	--	--	---	---

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2 Building Relationships 2.2.1 Culture of urgency	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement; 	<p>Principal creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; Leading a relentless pursuit of these expectations. 	<p>Principal creates an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; expectations 	<p>Principal does not create an organizational culture of urgency by:</p> <ul style="list-style-type: none"> Failing to align efforts of students and teachers to a shared understanding of academic and behavioral expectations; Failing to identify the efforts of students and teachers, thus unable to align these efforts.
2.2.2 Communication	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> To the extent possible, messaging key concepts in real time; Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations. 	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> Messaging key concepts, such as the school's goals, needs, plans, success, and failures, interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. 	<p>Principal skillfully and clearly communicates by:</p> <ul style="list-style-type: none"> Messaging most, but not all, key concepts; interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; Utilizing a limited number of means and approaches to communication 	<p>Principal does not skillfully and clearly communicate by:</p> <ul style="list-style-type: none"> Rarely or never messaging key concepts; Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.
2.2.3 Forging consensus for change and improvement	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> Guides others through change and addresses resistance to that change; Monitors the success of strategies and revises based on strengths and weaknesses; Creates cultural changes that reflect and support building a consensus for change. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> Using effective strategies to work toward a consensus for change and improvement; Systematically managing and monitoring change processes; Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; Managing change and improvement processes without building systems and allies necessary to support the process; Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	<p>Principal does not create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> Failing to identify areas in which agreement and/or consensus is necessary; Rarely or never managing or developing a process for change and/or improvement; Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.

52

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