



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## Staff Performance Plan Submission Cover Sheet

### SY 2024-2025

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

School Corporation Name	Peru Community Schools
School Corporation Number	5635
Evaluation Plan Website Link	<a href="https://www.peru.k12.in.us/">https://www.peru.k12.in.us/</a>

**For the 2024-2025 School Year, we have adopted the following Evaluation Model:**

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

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**Instructions:**

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

**Submission:**

Once completed, please **upload this cover sheet via the following [Jotform](#) by Friday, September 13, 2024**. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact [Dr. Rebecca Estes](#), Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted  Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	114

Annual Evaluations			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
Annual performance evaluations for each certificated employee	IC 20-28-11.5-4©(1)	Plan and metrics to evaluate <b>all</b> certificated employees, including teachers, administrators, counselors, principals and superintendents	119
Annual performance evaluations include a minimum of two (2) observations	511 IAC 10-6-5	A minimum of two (2) observations as part of formative evaluations that shall take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation	80

Evaluators			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-	Description of ongoing evaluator training  Description of who will serve as evaluators	113

	8(a)(1)(D)	Process for determining evaluators	
Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators  Process for determining evaluators	113
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	113

Rigorous Measures of Effectiveness			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4©(2)	Observation rubrics – for <b>all</b> certificated staff – with detailed descriptions of each level of performance for each domain and/or indicator  Other measures used for evaluations (e.g., surveys)	Principal – 17 Asst. Principal – 26 Counselor – 41 Librarian – 52 Teacher – 80

Evaluation Feedback			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4©(4)  511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations  Process for linking evaluation results with professional development	96-98, 107-112

Designation in Rating Category			
Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)  511 IAC 10-6-2(c)	Definition of performance categories  Summative scoring process that yields placement into each performance category	Principal – 17 Asst. Principal – 26 Counselor – 41 Librarian – 52 Teacher - 80
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(5)  511 IAC 10-6-4(c)	Definition of <b>negative impact</b> on student growth for all certificated staff  Description of the process for modifying a final summative rating for negative growth	4,116

<p>A definition of negative impact for certificated staff</p> <p>A final summative rating modification if and when a teacher negatively affects student growth</p>	<p>IC 20-28-11.5-4(c)(3)</p>	<p>Summative scoring process that yields placement into each performance category</p> <p>Weighting (broken down by percentage) of all evaluation components</p>	<p>17-25, 50-51, 104-112</p>
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<p style="text-align: center;"><b>Feedback and Remediation Plans</b></p>			
<p>Requirement</p>	<p>Statutory/Regulatory Authority</p>	<p>Examples of Relevant Information</p>	<p>Page Number(s)</p>
<p>All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.</p>	<p>IC 20-28-11.5-6(a)</p>	<p>System for delivering summative evaluation results to employees</p>	<p>107-111, 114-119</p>
<p>Remediation plans assigned to teachers rated as ineffective or improvement necessary</p>	<p>IC 20-28-11.5-6(b)</p>	<p>Remediation plan creation and timeframe</p> <p>Process for linking evaluation results with professional development</p>	<p>107-111, 114-119</p>
<p>Remediation plans include the use of employee's license renewal credits</p>	<p>IC 20-28-11.5-6(b)</p>	<p>Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation</p>	<p>107 114-119</p>
<p>Means by which teachers rated as ineffective can request a private conference with the superintendent</p>	<p>IC 20-28-11.5-6(c)</p>	<p>Process for teachers rated as ineffective to request conference with superintendent</p>	<p>107 114-119</p>

### Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	112,116
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	112,116

# 2024-25 Peru Community Schools Evaluation Plan



**PERU RISE 2024-25**

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## Introduction:

Peru Community School has adopted the Peru RISE Evaluation Model. All certificated employees including Superintendent, administrators, teachers, librarians, certificated support specialists, and guidance counselors will be evaluated using Peru RISE. An Effectiveness Rubric, Student Learning Data, and goals/objectives will be used to summarize each evaluation plan. The Rise Principal Rubric will be used for administrators and ISBA/IAPSS Indiana Superintendent Evaluation Rubric for PCS Superintendent. The Teacher Effectiveness Rubric and Guidance Rubric will be used as a component for all teachers, certified specialists, and counselors. Peru Community Schools uses a software package called “In-Gauge” to collect all evidence and data for effectiveness rubrics and SLO’s. “IN-Gauge” components found in (Appendix B)

## Background/Context

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

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

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

## Performance Level Ratings

Each certified employee will receive a rating in one of four performance levels:

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

## Objective Measures of Student Achievement and/or Growth Significantly Inform All Certified Employees Evaluations

All certificated staff will have a portion, either 10% or 20% of their evaluation, depending on growth model data availability. This will include class goals and targeted goals for student learning objectives. The exception to this will be special education teachers and other specialists (literacy coaches, speech and hearing, and guidance); who might not have a classroom, therefore these categories of employees will have two targeted SLOs/Goals instead. For administrators, targeted goal attainment will be used. The principal will also have a building level goal of student achievement. The pyramid of most vested assessment will be used, thereby giving consistency and credibility to our SLO/Goal process.

# Principal

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

The Principal Effectiveness Rubric was developed for three key purposes:

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

## Who developed the Principal Effectiveness Rubric?

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

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

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

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

## How is the Principal Effectiveness Rubric organized?

The rubric is divided into two domains:

Domain 1: Teacher Effectiveness

Domain 2: Leadership Actions

## Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Manager</b>				
1.1.1	<b>Hiring and retention</b>  <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>– Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>– Demonstrating the ability to increase the entirety or significant majority of teachers’ effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>– Articulating, recruiting, and leveraging the personal characteristics associated with the school’s stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul>	<b>Principal recruits, hires, and supports teachers by:</b> <ul style="list-style-type: none"> <li>– Consistently using teachers’ displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>– Demonstrating ability to increase most teachers’ effectiveness as evidenced by gains in student achievement and growth;</li> <li>– Aligning personnel decisions with the vision and mission of the school.</li> </ul>	<b>Principal recruits, hires, and supports effective teachers by:</b> <ul style="list-style-type: none"> <li>– Occasionally using teachers’ displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor;</li> <li>– Demonstrating ability to increase some teachers’ effectiveness;</li> <li>– Occasionally applying the school’s vision/mission to HR decisions.</li> </ul>	<b>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school’s vision/mission by:</b> <ul style="list-style-type: none"> <li>– Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions<sup>1</sup>;</li> <li>– Rarely or never demonstrating the ability to increase teachers’ effectiveness by moving teachers along effectiveness ratings;</li> <li>– Rarely or never applying the school’s vision/mission to HR decisions.</li> </ul>

<sup>1</sup> For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.2	<b>Evaluation of teachers</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<p><b>Principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>	<p><b>Principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>	<p><b>Principal <u>does not</u> prioritize and apply teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members.</li> </ul>
1.1.3	<b>Professional development</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>	<p><b>Principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>	<p><b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>Providing learning opportunities with little variety of format;</li> <li>Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>	<p><b>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>Providing no variety in format of learning opportunities;</li> <li>Failing to provide professional learning opportunities based on evaluation results.</li> </ul>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.4	<b>Leadership and talent development</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>– Recognizing and celebrating emerging leaders.</li> </ul>	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>– Providing formal and informal opportunities to mentor emerging leaders;</li> <li>– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>– Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.</li> </ul>	<p><b>Principal <u>does not</u> develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>– Rarely or never provides mentorship to emerging leaders;</li> <li>– Providing no support and encouragement of leadership and growth;</li> <li>– Frequently assigns responsibilities without allocating necessary authority.</li> </ul>
1.1.5	<b>Delegation</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Encouraging and supporting staff members to seek out responsibilities;</li> <li>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Monitoring the progress towards success of those to whom delegations have been made;</li> <li>– Providing support to staff members as needed.</li> </ul>	<p><b>Principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>– Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>– Providing support, but not always as needed.</li> </ul>	<p><b>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>– Rarely or never providing support.</li> </ul>
1.1.6	<b>Strategic assignment<sup>2</sup></b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Leveraging teacher effectiveness to further generate student success</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>– Strategically assigning teachers and staff to employment positions based on qualifications, performance, and</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>– Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic</li> </ul>	<p><b>Principal <u>does not</u> use staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>– Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not</li> </ul>

<sup>2</sup> This indicator obviously assumes there is ability of leader to make these decisions.

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	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.	needs as the first priority in assignment when possible.	directly related to student learning or academic needs.
1.1.7	<b>Addressing teachers who are in need of improvement or ineffective</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> – 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.	<b>Principal addresses teachers in need of improvement or ineffective by:</b> – 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.	<b>Principal addresses teachers in need of improvement or ineffective by:</b> – Occasionally monitoring the success of remediation plans; – Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	<b>Principal does not address teachers in need of improvement or ineffective by:</b> – Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; – Rarely or never monitoring the success of remediation plans; – Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.
Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.2 Instructional Leadership</b>					
1.2.1	<b>Mission and vision</b>	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> – 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	<b>Principal supports a school-wide instructional vision and/or mission by:</b> – 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	<b>Principal supports a school-wide instructional vision and/or mission by:</b> – 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 encapsulates some, but not all, teachers and students.	<b>Principal does not support a school-wide instructional vision and/or mission by:</b> – 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.

		ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.		
1.2.2	<b>Classroom observations</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority;</li> <li>– Monitoring the impact of feedback provided to teachers.</li> </ul>	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>– Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>– Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally visiting teachers to observe instruction;</li> <li>– Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>– Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>	<p><b>Principal uses classroom observations to support student academic achievement by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never visiting teachers to observe instruction;</li> <li>– Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>– Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>
1.2.3	<b>Teacher collaboration</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>– Tracking best collaborative practices to solve specific challenges;</li> <li>– Holding collaborating teams accountable for their results.</li> </ul>	<p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>– Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>– Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul>	<p><b>Principal supports teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>– Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>– Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>	<p><b>Principal <u>does not</u> support teacher collaboration by:</b></p> <ul style="list-style-type: none"> <li>– Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>– Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>– Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul>

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>					
1.3.1	<b>Planning and Developing Student Learning Objectives</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>	<p><b>Principal supports the planning and development of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>Collaborating with teachers to identify standards or skills to be assessed;</li> <li>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>	<p><b>Principal supports the creation of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>	<p><b>Principal <u>does not</u> support the creation of Student Learning Objectives by:</b></p> <ul style="list-style-type: none"> <li>Failing to organize/provide opportunities for teacher collaboration;</li> <li>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>
1.3.2	<b>Rigorous Student Learning Objectives</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</li> </ul>	<p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Ensuring teachers' SLOs define desired outcomes;</li> <li>Ensuring assessments used correspond to the appropriate state content standards;</li> <li>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>Ensuring an analysis of previous year's student data is included in the development of SLOs;</li> </ul>	<p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul>	<p><b>Principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>Failing to assess baseline knowledge of students;</li> <li>Failing to select assessments that are appropriately aligned to content standards.</li> </ul>

			<ul style="list-style-type: none"> <li>Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul>		
1.3.3	Instructional time	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>	<p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>Removing all sources of distractions of instructional time;</li> <li>Promoting the sanctity of instructional time;</li> <li>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>	<p><b>Principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>Removing major sources of distractions of instructional time;</li> <li>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<p><b>Principal <u>does not</u> support instructional time by:</b></p> <ul style="list-style-type: none"> <li>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>Rarely or never promoting the sanctity of instructional time;</li> <li>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>

## Domain 2: Leadership Actions

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.1 Personal Behavior</b>				
2.1.1	<p><b>Professionalism</b></p> <p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> </ul>	<p><b>Principal displays professionalism by:</b></p> <ul style="list-style-type: none"> <li>Modeling professional, ethical, and respectful behavior at all times;</li> <li>Expecting students and colleagues to display</li> </ul>	<p><b>Principal supports professionalism by:</b></p> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting</li> </ul>	<p><b>Principal <u>does not</u> support professionalism by:</b></p> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> </ul>

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1.4	<b>Initiative and persistence</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Exceeding typical expectations to accomplish ambitious goals;</li> <li>– Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement;</li> <li>– Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school’s most significant obstacles to student achievement.</li> </ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Consistently achieving expected goals;</li> <li>– Taking on voluntary responsibilities that contribute to school success;</li> <li>– Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Achieving most, but not all expected goals;</li> <li>– Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement;</li> <li>– Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Principal does not display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never achieving expected goals;</li> <li>– Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>– Rarely or never taking risks to support students in achieving results;</li> <li>– Never seeking out potential partnerships.</li> </ul>

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

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

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

	<ul style="list-style-type: none"> <li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>	<ul style="list-style-type: none"> <li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>– collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely or never applying data analysis to develop action plans.</li> </ul>
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## RISE Principal Metrics and Summative Scoring

### Review of Components

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

#### 1) Professional Practice – Assessment of leadership outcomes

**Measure:** Indiana Principal Effectiveness Rubric (PER)

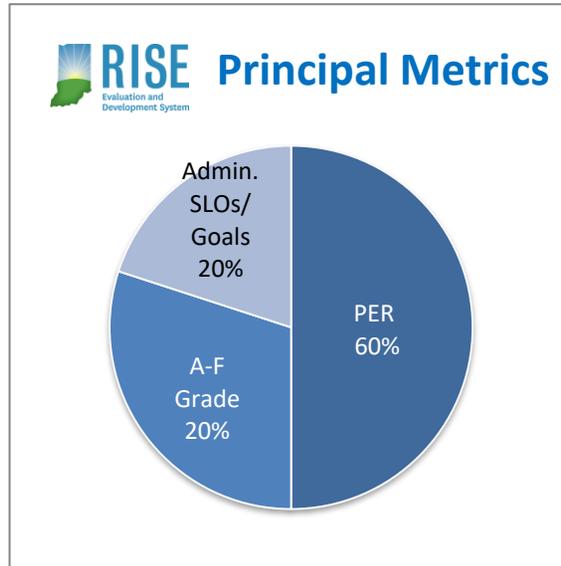
#### 2) Student Learning – Contribution to student academic progress

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

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

### Weighting of Measures

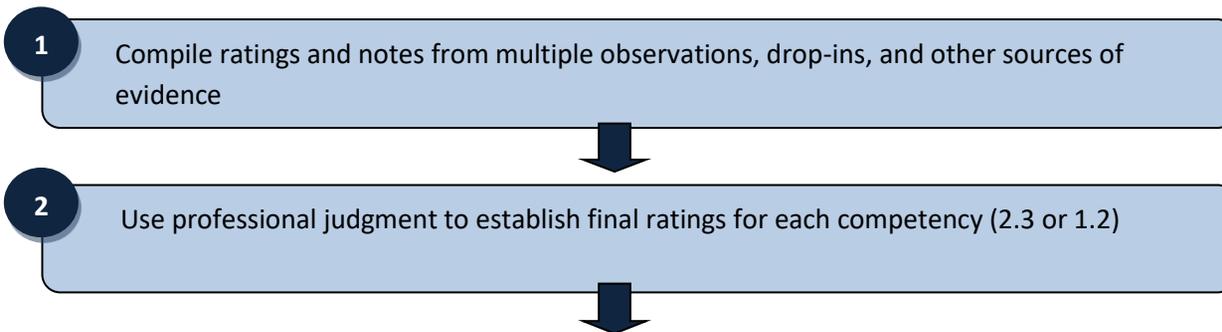
The weights of each measure are provided in the pie chart below.

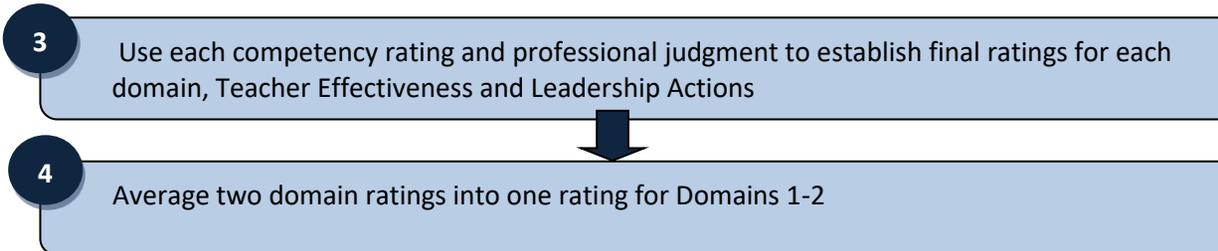


**PROFESSIONAL PRACTICE (60%):**

**RISE Principal Effectiveness Rubric (60%):** This score is obtained from the evaluation rating from the RISE Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 60% of the principal’s comprehensive rating.

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





Each step is described in detail below.

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

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

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

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

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

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

RISE Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3 or 3.5
	Improvement Necessary (I)	2 or 2.5
	Ineffective (IN)	1 or 1.5

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

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

	<b>D1: Teacher Effectiveness</b>	<b>D2: Leadership Actions</b>
<b>Final Rating</b>	<b>3 (E)</b>	<b>2 (IN)</b>

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

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

$$3+2/2=2.5 \text{ final practice score}$$

**STUDENT LEARNING MEASURES (40%):**

**A-F Accountability Grade (20%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating will be provided by the DOE to evaluators to include in the evaluation. It is weighted 20% of the principal’s comprehensive rating.

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

**Administrative Student Learning Objectives (20%):** This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 20% of the principal’s comprehensive rating.

The guidelines for Administrative Student Learning Objectives (Goals) are as follows:

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

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non-state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, dual-credit achievement, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met. Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

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

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score proficient or above on IREADK-2.

**High School Administrative SLO/Goal examples:**

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

**Administrative SLO/Goal *non-examples*:**

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

**Administrative SLO/Goal Scoring**

The alignment for goal achievement, rating category, and points is as follows:

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

## ROLLING UP THE SCORE

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

	Raw Score	x	Weight	Score
Rubric Rating			0.60	
A-F Accountability Grade (DOE)			0.20	
Admin. SLO/Goal Rating			0.20	
			Comprehensive Effectiveness Rating	

## Category Ratings

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

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

Note: Borderline points always round up.

## Summative Rating Form

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

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

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

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

### Principal Effectiveness Rubric Scoring

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

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

### Student Learning Scoring

A-F Accountability Grade	
Grade (A, B, C, D, or F)	Points (A=4, B=3, C=2, D or F=1)
Administrative SLO	
SLO 1 Rating (Circle One)	Exceeded Met Did Not Meet

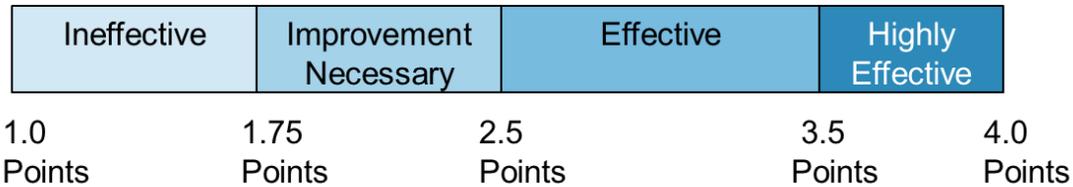
SLO 2 Rating (Circle One)	Exceeded    Met    Did Not Meet
Points	
Key for Points: Exceed both=4; Meets both=3; Meets only one=2; Meets neither=1	

**Final Rating**

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

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

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



Note: Borderline points always round up.

**Final Summative Rating:**

Ineffective

Improvement Necessary

Effective

Highly Effective

**Principal Signature**

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

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

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

**Evaluator Signature**

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

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

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

## Assistant Principals:

# Indiana Assistant Principal Effectiveness Rubric

## Overview

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

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

**To Shine a Spotlight on Great Leadership:** The rubric is designed to assist schools and districts in their efforts to increase assistant principal effectiveness and ensure the equitable distribution of great leaders across the state.

**To Provide Clear Expectations for Assistant principals:** The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.

**To Support a Fair and Transparent Evaluation of Effectiveness:** The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings, with student growth data used as the predominant measure.

### Who developed the Assistant Principal Effectiveness Rubric?

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

### How is the Principal Effectiveness Rubric organized?

The rubric is divided into two required domains for all assistant principals with three optional competencies that apply to assistant principals based on their particular role in the school:

Domain 1: Core Teacher Effectiveness (required domain)

Domain 2: Core Leadership Actions (required domain)

Optional Competencies

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

### **What about assistant principals who focus on particular areas (e.g. student discipline, curriculum and instruction)?**

Assistant principals are required to wear many hats, depending on the school in which they work. Some assistant principals are curriculum leaders while others are disciplinarians or focus on athletics. As the job becomes more demanding and complex, the question of how to fairly and effectively evaluate assistant principals with special areas of responsibility takes on greater importance.

This rubric is structured so that all assistant principals across the state are evaluated on two “core” areas of responsibility in addition to any other area(s) that are specific to their role. For example, an assistant principal who serves as the curriculum leader would be evaluated on Domains 1, 2, and any sub-competencies that are applicable from the Curriculum and Instructional Leadership competency.

It is important to note that when it comes to selecting optional competencies, the school corporation may adopt the competencies in its entirety, or select only those most applicable to the unique role of the assistant principal they are evaluating.

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

The devil is in the details. Even the best assistant principal evaluation tool can be undermined by poor implementation. Successful implementation of the Assistant Principal Effectiveness Rubric will require a focus on four core principles<sup>3</sup>:

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

## Domain 1: Teacher Effectiveness

Highly Effective assistant principals know that teacher quality is the most important in-school factor in improving student achievement. Assistant Principals drive teacher effectiveness through (1) promoting commitment to the mission and vision, (2) overseeing effective human capital management strategies and (3) by reviewing talent to improve teacher effectiveness. Ultimately, Assistant Principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>1.1 Mission &amp; Vision</b>					
1.1.1	<b>Contributes to the achievement of the mission &amp; vision</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Catalyzes commitment to and vigorous pursuit of the school’s vision &amp; mission</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Working through complex issues in ways that energize stakeholder commitment</li> <li>– Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives</li> <li>– Translates the vision and mission into daily school practices</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Contributes individual capabilities to achieve essential objectives</li> <li>– Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</li> <li>– Exhibits actions or behaviors that negatively affect stakeholder commitment</li> </ul>
1.1.2	<b>Assists the principal in hiring, developing and retaining effective teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Provides the student management and/or instructional support necessary to develop and retain effective early career teachers</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Bases hiring recommendations primarily on the teacher’s level of effectiveness</li> <li>– Takes specific actions to facilitate the development and retention of effective staff members</li> <li>– Aligns personnel recommendations with the vision and mission of the school</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Examines a teachers level of effectiveness, but does not use it as the primary factor in hiring recommendations</li> <li>– Takes action steps that have a limited effective on the development and/or retention of effective teachers</li> <li>– Occasionally aligns the school’s vision/mission to hiring recommendations</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Disregards or fails to examine teachers’ level of effectiveness when making hiring recommendations</li> <li>– Fails to take consistent steps to facilitate the development and/or retention of effective teachers</li> <li>– Fails to align hiring recommendations to the mission and vision of the school</li> </ul>

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>1.2 Human Capital Management</b>					
1.2.1	<b>Observes professional practice</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented</li> <li>Differentiates the number of observations based on observed levels of teacher effectiveness</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Examines prior performance and student achievement data to inform observations and walkthroughs</li> <li>Accurately categorizes observed instructional practice</li> <li>Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Frequently categorizes instructional practice inaccurately</li> <li>Conducts the minimum number of required observations, despite observed deficiencies in professional practice</li> <li>Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Fails to conduct an adequate number of observations</li> <li>Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers</li> </ul>
1.2.2	<b>Provides actionable feedback</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Models desired actions or schedules opportunities for the teacher to learn from other teachers</li> <li>Assists the teacher in rewriting lesson plans, unit plans, assessments, etc.</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops bite-sized action plans focused on the highest leverage teacher actions</li> <li>Provides a clear directions for how to do the most important tasks well</li> <li>Frequently follows up to ensure feedback is implemented with fidelity</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions</li> <li>Leaves implementation of feedback to chance by failing to consistently follow-up</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether</li> <li>Fails to develop action plans with teachers</li> </ul>
1.2.3	<b>Monitors student performance</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Develop teachers' collective ability to positively impact student learning</li> <li>Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps</li> <li>Collaboratively develops concrete action steps aligned with student and teacher needs</li> <li>Frequently follows up to ensure action plans are implemented with fidelity</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers</li> <li>Allows teachers to establish action steps that lack clarity or alignment to performance data</li> <li>Fails to frequently follow up to ensure proper implementation</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Primarily analyzes data only after statewide achievement tests are complete</li> <li>Fails to identify action steps that are aligned with interim or classroom assessment data</li> </ul>
1.2.4	<b>Demonstrates commitment to improve teacher performance</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>Identifies and facilitates opportunities for teachers to share best practices</li> <li>Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>Facilitates frequent 1:1 assistance or coaching to ensure proper</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors</li> <li>Provides individual assistant/coaching that is infrequent</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>Disregards the need for individualized assistance/coaching</li> <li>Provides limited opportunities for teachers to engage in professional learning</li> </ul>

			implementation of new instructional strategies		
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>1.3 Talent Review</b>					
1.3.1	<b>Assists the principal with the evaluation of teachers</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Ensures all evaluation processes and expectations are transparent and clear</li> <li>– Allocates necessary time and resources to complete thorough, accurate and defensible evaluations</li> <li>– Demonstrates the ability to identify individual teacher strengths and weaknesses</li> <li>– Uses all available data to assign summative ratings that clearly differentiate the effectiveness of teachers</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated</li> <li>– Allocates necessary time and resources to complete thorough evaluation, but summative ratings fail to differentiate teacher effectiveness</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to allocate the necessary time and resources to complete teacher evaluations as evidenced by inconsistent or nonexistent documentation</li> <li>– Incorporates limited student data and evidence of teacher practice in evaluation ratings</li> </ul>

## Domain 2: Leadership Actions

Highly Effective assistant principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results. Assistant Principals demonstrate leadership actions to build relationships between students and teachers as well as among all stakeholders, model appropriate behavior and continuous improvement, and ensure a school wide culture of achievement.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>2.1 Professional Leadership</b>					
2.1.1	<b>Effectively communicates</b>	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>– Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals</li> <li>– Maintains high visibility, accessibility, and establishes strong lines of communication</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns</li> <li>– Uses appropriate communication methods and media</li> <li>– Maintains appropriate visibility and accessibility to staff</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness</li> <li>– Responds in an inconsistent manner to resolve expressed concerns</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to keep appropriate audiences informed</li> <li>– Uses methods of communication that ineffective or inappropriate for the circumstance/audience</li> </ul>
2.1.2	<b>Reflects on practice and continually learns</b>	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>– Promotes a culture of self-reflection and continuous improvement</li> <li>– Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Expresses willingness to learn and openly acknowledges areas for growth</li> <li>– Learns from personal experiences and the actions/insights of others</li> <li>– Establishes priorities and achieves action plans focused on high-leverage leadership competencies</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Expresses willingness to learn from others, but is reluctant to admit own shortcomings</li> <li>– Establishes and achieves most personal and/or professional growth goals but requires significant input from the principal in establishing priorities and action steps.</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Resists changes to personal or leadership behaviors</li> <li>– Fails to consistently achieve professional growth goals as outlined in professional growth plan</li> </ul>
2.1.3	<b>Demonstrates resiliency and persistence</b>	<b>In addition to Level 3, the assistant principal</b> <ul style="list-style-type: none"> <li>– Engages staff and self in a continuous pursuit of professional growth and school improvement</li> <li>– Anticipates problems and confronts and solves problems that had yet to be successfully addressed</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals</li> <li>– Identifies action steps and leverages available resources to confront difficult problems</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Reacts with visible frustration to challenging problems or setbacks</li> <li>– Easily loses focus on improving student achievement</li> </ul>

2.1.4	<b>Monitors time and task management</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Prioritizes being an instructional leader above all else</li> <li>– Is a model of punctuality and timeliness in discharging his/her professional responsibilities</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Consistently allocates the time and resources necessary to achieve ambitious goals</li> <li>– Spends time on high leverage activities</li> <li>– Delegates applicable responsibilities to other staff and helps them achieve success in these activities</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions</li> <li>– Delegates applicable responsibilities to other staff but doesn't consistently provide the support necessary for them to achieve success in these activities.</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Rarely protects time for instructional leadership priorities</li> <li>– Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals</li> </ul>
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
<b>2.2 School Leadership</b>					
2.2.1	<b>Maintains a culture of excellence</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Instills the daily habits necessary to create a culture of excellence</li> <li>– Is unwavering in maintaining high expectations for everyone</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning</li> <li>– Provides students and staff the support, time, and structures necessary to be successful</li> <li>– Celebrates the accomplishments of others and proactively resolves performance issues</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student-centered culture</li> <li>– Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to take the initiative to identify and recognize the accomplishments of others</li> <li>– Consistently ignores staff or student performance issues</li> </ul>
2.2.2	<b>Enhances teacher collaboration</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Assists the principal in establishing a culture of collaboration that drives positive gains in student achievement</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Facilitates teacher collaboration to design and implement student-centered initiatives aligned to the mission and vision of the school</li> <li>– Holds collaborating teams accountable for achieving desired results</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Supports and encourages teamwork and collaboration on student-centered initiatives, but fails to hold teams to high performance standards</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Fails to provide teacher teams the support and/or resources necessary for to achieve desired results</li> <li>– Fails to develop group relationships that promote teamwork, openness, and/or collective problem solving</li> </ul>
2.2.3	<b>Supports a universal code of conduct</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>– Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Coaches a culture of excellence through repeated practice and modeling of desired behaviors</li> <li>– Consistently and fairly applies positive and negative consequences for behavior</li> <li>– Promotes a predictable, safe learning environment through consistency of actions</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Supports the maintenance of routines, procedures, and policies; but is primarily reactive</li> <li>– Fails to consistently apply either positive and/or negative consequences for behavior</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>– Sends inconsistent messages about school policy</li> <li>– Tolerates discipline violations and allows positive student and staff behavior to go unrecognized</li> </ul>

2.2.4	<b>Engage families and the community in student learning</b>	<b>In addition to Level 3, the assistant principal:</b> <ul style="list-style-type: none"> <li>- Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Fosters partnerships with families, community agencies and/or the corporate sector</li> <li>- Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs</li> <li>- Assists the principal in securing cooperation from family and community members to support school improvement initiatives</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning</li> <li>- Inconsistently engages established parents</li> </ul>	<b>The assistant principal:</b> <ul style="list-style-type: none"> <li>- Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts</li> </ul>
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## Athletic Director:

NIAAA Athletic Director Effectiveness Rubric					
School Year:					Score
AD:			Date:		
Evaluator:			Date:		
Domain 1: Professionalism: Highly Effective					
	Highly Effective	Effective	Needs Improvement	Ineffective	Not Applicable
1.1 Implements a written philosophy statement outlining the principles and educational goals of the program.	<input type="checkbox"/>				
1.2 Cooperates with the staff and school administration in establishing, implementing and supporting school policies.	<input type="checkbox"/>				
1.3 Acts impartially in the execution of basic policies, and the enforcement of the conference, county, and state high school association rules and regulations; implements and maintains all health and sport medical requirements and regulations.	<input type="checkbox"/>				
1.4 Implements prudent legal procedures. - Maintains proper records; Verifies coaches' qualifications and certification as necessary; Maintains a perpetual inventory of facility safety evaluations; Maintains a file of all athletic disciplinary actions; Interprets rules and regulations regarding academic eligibility.	<input type="checkbox"/>				
1.5 Develops and maintains a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.	<input type="checkbox"/>				
1.6 Considers the well-being of the entire student body as fundamental in all decisions and actions.	<input type="checkbox"/>				
1.7 Supports the principle of due process and protects the civil and human rights of all individuals; is knowledgeable and compliant with legal regulation of athletics. Insures the district is well informed and the athletic program is managed according to legal regulations applicable to athletics.	<input type="checkbox"/>				
1.8 Organizes, directs and promotes an interscholastic athletic program that is an integral part of the total educational program.	<input type="checkbox"/>				

1.9 Fulfills professional responsibilities with honesty and integrity.	<input type="checkbox"/>				
1.10 Upholds the honor of the profession in all relations with students, colleagues, coaches, administrators, and the general public.	<input type="checkbox"/>				
1.11 Improves the professional status and effectiveness of the position through participation in local, state and national in-service programs and conferences.	<input type="checkbox"/>				
1.12 Promotes high standards of ethics, sportsmanship and personal conduct by encouraging administration, coaches, staff, student athletes and community to commit to these high standards.	<input type="checkbox"/>				
<b>Domain 2: Administrative Responsibilities: Effective</b>					
2.1 Provides leadership for the athletic department and places it in the proper educational perspective.	<input type="checkbox"/>				
2.2 Assists the District and school administrator in securing competent personnel for the athletic staff. Assists, coordinates, and participates as determined by the school administrator, in scheduling and conduct of all athletic staff interviews.	<input type="checkbox"/>				
2.3 Prepares and keeps a calendar of school athletic events. Communicates this calendar and a list of activities to all facets of the board.	<input type="checkbox"/>				
2.4 Facilitates schedules and coordinates with school and district administration for all school athletic practices, activities and community usage.	<input type="checkbox"/>				
2.5 Makes sure specific criteria are issued to students explaining the awards given for participation.	<input type="checkbox"/>				
2.6 Transmits all pertinent information for state association conferences to the principals, coaches, and district administrators.	<input type="checkbox"/>				
2.7 Arranges school board approved transportation for athletic events.	<input type="checkbox"/>				

2.8 Resolves conflicts that develop from time to time within the ranks of the athletic department.	<input type="checkbox"/>				
2.9 Acts as a tournament manager for all county, conference, and state tournament playoff activities that are assigned to the school district.	<input type="checkbox"/>				
2.10 Provides a system to maintain permanent records for each sport, such as wins and losses, outstanding records, letterpersons, etc.	<input type="checkbox"/>				
2.11 Establishes procedures for the supervision and use of the training room.	<input type="checkbox"/>				
2.12 Plans, organizes and supervises all special programs with the cooperation of the booster club, coaches, school and district administrators. - Coordinates award programs, fund raising, pep rallies, gymnasium assemblies, contest intermission activities, special events, some community event activities.	<input type="checkbox"/>				
2.13 Coordinates with district administrators, the repair and maintenance of varsity athletic fields, track and gymnasiums, including physical education facilities.	<input type="checkbox"/>				
2.14 Coordinates the organization and operation of the press boxes.	<input type="checkbox"/>				
2.15 Attends and serves as school liaison at athletic booster club meetings.	<input type="checkbox"/>				
2.16 Assists the district administrator in the preparation and distribution of complimentary passes for the school district.	<input type="checkbox"/>				
2.17 Assists in the annual review of the athletic policy and staff handbook and makes it available to students and parents.	<input type="checkbox"/>				
2.18 Evaluates the program, always seeking ways to improve interscholastic athletics.	<input type="checkbox"/>				
2.19 Prepares and obtains signed game contracts.	<input type="checkbox"/>				

2.20 Emphasizes to coaches the need for proper player appearance, athletic dress code. Manages use of electronic devices. Enforces sportsmanship and language requirements.	<input type="checkbox"/>				
2.21 Completes accurate financial records.	<input type="checkbox"/>				
2.22 Makes sure all programs receive equal consideration in determining the athletic budget preparation and distribution.	<input type="checkbox"/>				
2.23 Keeps informed of the rules and regulations of the total athletic program.	<input type="checkbox"/>				
2.24 Informs the school board about program directions, problems and achievements.	<input type="checkbox"/>				
2.25 Creates and updates written job descriptions for staff members involved with the sports program, clearly explaining responsibilities.	<input type="checkbox"/>				
2.26 Performs other duties as the principal and/or district administrator may direct.	<input type="checkbox"/>				
<b>Domain 3: Sport Specific Duties: Highly Effective</b>					
3.1 Attends as many contests, meets and events as possible (home and away).	<input type="checkbox"/>				
3.2 Examines all equipment and facilities before use.	<input type="checkbox"/>				
3.3 Provides dressing rooms for visiting teams and game officials.	<input type="checkbox"/>				
3.4 Prepares eligibility lists, rosters as required by the state association, regular game eligibility lists as required by the state association.	<input type="checkbox"/>				
3.5 Evaluates each athlete's grades at the end of each grading period.	<input type="checkbox"/>				
3.6 Secures parent consent cards, physical cards and medical forms from all participants.	<input type="checkbox"/>				
3.7 Informs all coaches of all conference and state rules and regulations.	<input type="checkbox"/>				

3.8 Prepares all reports to state and conference associations and all entry lists for tournaments and meets within the proper time limits.	<input type="checkbox"/>				
3.9 Supervises and observes coaching and maintains proper rapport with coaches.	<input type="checkbox"/>				
3.10 Provides a system of evaluation and professional growth of coaches.	<input type="checkbox"/>				
3.11 Secures all needed personnel for the operation of the athletic program. - Including: game officials, announcers, timekeepers, scorekeepers, ticket sellers, ticket takers, security guards, supervisors, custodians, concessions, support personnel, medical coverage.	<input type="checkbox"/>				
3.12 Develops the operational budget and financial procedures for each sport. - Includes: Directs the sale of tickets for all athletic contests; collects all monies from athletic contests and deposits in appropriate accounts; prepares and issues all vouchers for disbursement of funds from the athletic budget.	<input type="checkbox"/>				
3.13 Procures and maintains equipment. - Provides a system for the purchase, storage, repair, cleaning, distribution and collection of athletic equipment in cooperation with the coaches; establishes procedures for proper use of materials, supplies, and equipment.	<input type="checkbox"/>				

<p>3.14 Develops community relations. - Creates publicity for all interscholastic sports brochures, press releases and radio airplay, etc. for all schools at athletic events; Supervises radio and television broadcasts; Assists or coordinates the use of all facilities by groups outside the school; Arranges for emergency personnel and procedures for all home athletic events; Sends reminders of upcoming events to schools, game officials and news media; Supervises and coordinates activities of cheerleaders with the athletic program; Coordinates participation of school band with the athletic program.</p>	<input type="checkbox"/>				
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**Domain 4: Professionalism: Meets Standard**

Indicator		Does Not Meet Standard	Meets Standard	Notes
1	<b>Attendance</b>	Individual demonstrates a pattern of unexcused absences *	Individual has not demonstrated a pattern of unexcused absences*  * It should be left to the discretion of the corporation to define "unexcused absence" in this context	
2	<b>On-Time Arrival</b>	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	

3	<b>Policies and Procedures</b>	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)	
4	<b>Respect</b>	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner	

# Counselor:

## Professional School Counselor Effectiveness Rubric

### I. Overview

#### **What is the purpose of the Professional School Counselor Rubric?**

The School Counselor Rubric was developed for three key purposes:

- **To shine a spotlight on great school counselors:** The rubric is designed to assist principals in their efforts to increase school counselor effectiveness.
- **To provide clear expectations for school counselors:** The rubric defines and prioritizes the actions that effective school counselor use to achieve gains in student achievement, and personal, social, and career development.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing effectiveness along four domains.

#### **Who developed the Professional School Counselor Effectiveness Rubric?**

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

#### **What research and evidence support the Professional School Counselor Effectiveness Rubric?**

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

#### **How is the Professional School Counselor Effectiveness Rubric organized?**

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development
- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

#### **How do we weigh different parts of the framework?**

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

**What is the process to use the Professional School Counselor Effectiveness Rubric?**

- For any given indicator, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

**How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?**

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

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

II. Effectiveness Rubric

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

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists <i>all</i> students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	

1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	
1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides <i>all</i> students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	

1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides <i>all</i> students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	
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**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	
2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

		appreciation of diversity, ethnicity, and culture.		understanding of diversity, ethnicity, and culture.		
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**DOMAIN 3: CAREER DEVELOPMENT** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports students in the application of strategies.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explains how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes,	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes,	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring	

knowledge, and skills necessary for lifelong learning and career readiness.	knowledge, and skills necessary for lifelong learning and career readiness.	knowledge, and skills necessary for lifelong learning and career readiness.	knowledge, and skills necessary for lifelong learning and career readiness.	the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	
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**DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE** School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor’s professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students’ needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor’s consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	

4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective, and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	
4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved—or is minimally involved—in providing support to other educational or student services programming through partnerships.	

### III. Summary and Rating

#### **SUMMARY AND RATING**

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

#### Overall Rating

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	

KEY	
72-80	Highly Effective
64-71	Effective
56-63	Improvement Necessary
0-55	Ineffective

Strengths

Specific Growth Areas

Additional documentation may be attached.

Employee Signature:

Administrator Signature:

Date:

Date:

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



INDIANA  
LIBRARY  
FEDERATION

## SCHOOL LIBRARIAN EVALUATION RUBRIC

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**AISLE**

Association of Indiana  
School Library Educators

# Introduction

Student academic success corresponds with an effective school library program led by a certified school librarian. According to Indiana Administrative Code, “all schools” shall have a “media program that is an integral part of the educational program,” supervised by a “licensed media specialist” and spend “at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program” (511 IAC 6.1-5-6, authorized under IC 20-19-2-8 and IC 20-31-4-17).

This rubric was developed by the Association of Indiana School Library Educators (AISLE), an affiliation of the Indiana Library Federation. The purpose is to align a school librarian’s evaluation with best practices in the profession. Built off the RISE Indiana Teacher Effectiveness Rubric, this rubric makes extensive modifications to the planning and leadership domains (domains 1 and 3) and minor modifications to the teaching domain. These modifications emphasize the school librarian’s role as a leader in collaboration, literacy, and inquiry while highlighting the importance of their teaching role, which extends beyond the physical library space.

The first iteration of this important tool was led by Robyn Young and Denise Keogh in 2012. The 2021 revisions were spearheaded by Debbie Acord, Chad Heck, Susie Highley, and Emily Wilt. Please send any questions regarding this rubric to [info@ilfonline.org](mailto:info@ilfonline.org).

## Allowable Modifications to the School Librarian Evaluation Rubric

We recommend using this document in its entirety. It represents best practices for school librarians. The following minor edits do not require AISLE’s permission:

- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

Recent national research illustrates there is no standard title, and many different responsibilities, for the professionals who manage the learning and operations within the school library program. The rubric should not be changed to fit the current job description of the school librarian, but should be followed as an example of best practice in the field of school librarianship.



# SCHOOL LIBRARIAN EVALUATION RUBRIC

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## *Expected Levels of Competency*

Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools.

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

## Domain 1: Purposeful Planning

School librarian plans and develops a well-rounded library media program that meets the needs of their school community.

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.1</b>	Utilize knowledge of literature and current trends in library practice and information technology to inform library programming and purchasing	School librarian plans library collections and programming grounded in a rich understanding of literature and current trends in library practice to connect students and staff with resources and activities that meet their informational and recreational needs.	School librarian's understanding of literature and current trends in library practice inform their purchasing and programming decisions.	School librarian's purchasing and programming decisions are inconsistently based in knowledge of literature and current trends in library practice and information technology.	School librarian demonstrates little or no knowledge of trends and new literature resulting in outdated collections and programming.

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.2</b>	Establish and successfully implement goals for the school library program appropriate to the setting and the students served	<p>School librarian develops goals based on evaluation of the library program and in consultation with students and colleagues.</p> <p>The goals for the program are communicated with appropriate stakeholders with regular assessments to determine if goals are being met.</p> <p>Librarian reflects on data from assessments to continue progress on goals.</p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p>The goal for the program is communicated with appropriate stakeholders.</p>	<p>School librarian's media program goals are rudimentary and partially suitable to the situation in the school and the age of the students.</p> <p>The goal for the program is established but not communicated with appropriate stakeholders.</p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.3</b>	Curate physical and digital collections to meet academic, social, emotional, and recreational needs of the school community within budget limitations	<p>School librarian evaluates and selects diverse, relevant resources that are widely accessible to support the school community.</p> <p>School librarian adheres to district and/or professional guidelines in selecting collection materials.</p> <p>The collection is regularly purged of outdated materials.</p>	<p>School librarian follows district and/or professional guidelines in selecting resources to support the school community.</p> <p>The collection is regularly purged of outdated materials.</p>	School librarian curates basic resources for the school community.	School librarian fails to curate collections to meet the basic needs of the school community.



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.4</b>	Design library programs and lessons that are responsive to the individualized needs of learners	<p>School librarian plans standards-based lessons and programs using a variety of differentiated instructional strategies, as well as accessible resources, anticipating where these will be needed to enhance learning and pursue personal interests.</p> <p>Anticipates potential barriers to access and takes steps necessary to remove those barriers.</p>	School librarian plans standards-based lessons and programs using a variety of differentiated instructional strategies.	School librarian plans lessons and/or programs; however, lessons are not standards-based and/or one-size-fits-all.	There is no evidence of a cohesive library program.
<p style="text-align: center;"><b>Notes</b></p> <p style="text-align: center;"><i>Examples of resources that may meet individualized needs include but are not limited to: large print, braille, audio, captioning, materials in native languages, and accessibility features available in instructional technology.</i></p>					

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.5</b>	Establish a culture that values reading and information inquiry	<p>In interactions with students, colleagues, and the community, the school librarian conveys the essential nature of seeking information and reading.</p> <p>School librarian helps members of the school community develop skills in investigating and locating materials and resources according to their needs and interests.</p>	School librarian conveys the importance of seeking information and reading literature; connects members of the school community with relevant material and resources.	School librarian provides materials for seeking information and reading for enjoyment, but does little to promote a culture of reading and inquiry.	School librarian does not demonstrate an appreciation for seeking information or reading.



	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6	Establish and maintain library procedures in accordance with existing district policies	<p>School librarian establishes, evaluates, and updates rules and expectations, routines, and procedures.</p> <p>School librarian regularly reviews the collection development policy and challenged materials reconsideration process to make recommendations for updates to the administration.</p>	<p>Library routines and procedures are established and functioning.</p> <p>Rules and expectations are established and clearly communicated.</p> <p>School librarian occasionally reviews the collection development policy and challenged materials reconsideration process.</p>	<p>Library routines and procedures have been established but are inconsistently implemented.</p> <p>Rules, expectations, and/or policies are inconsistent or unclear.</p>	<p>Library routines and procedures are ignored, non-existent, and/or inefficient.</p>



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.7</b>	Design physical and digital spaces to ensure equitable access to the collection and programs.	<p>School librarian maximizes effective use of the given physical environment by utilizing clear signage; adapts spaces to meet the needs of individuals and groups.</p> <p>School librarian creates and maintains a digital space that is easily accessed and clearly organized, resulting in ease of navigation for members of the school community.</p>	<p>School librarian makes effective use of the physical environment, utilizing clear signage and establishes spaces for individual and group use.</p> <p>School librarian creates and maintains a digital space to enable the school community to access resources.</p>	<p>School librarian's efforts to make use of the physical environment are incomplete or ineffective.</p> <p>School librarian compiles a list of resources in a digital space.</p>	<p>School librarian makes poor use of the physical environment, resulting in poor traffic flow and inadequate signage.</p> <p>A digital space is rarely updated or nonexistent.</p>
<p style="text-align: center;"><b>Notes</b></p> <p style="text-align: center;"><i>Digital space may refer to a school library's website/webpage, a page or course within a Learning Management System, or anywhere the librarian provides a hub for accessing their digital resources.</i></p>					

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>1.8</b>	Market the library program, including its collection and services	School librarian utilizes multiple techniques to strategically market the library program to both general and targeted student, staff, and wider school community groups.	School librarian markets the library program to the school community.	School librarian does little to promote the library program outside of the physical library space.	Nothing is done to promote the library program.
<p><b>Notes</b></p> <p><i>Examples of marketing may include newsletters, book displays, social media posts, participating in book awards programs, flyers, school announcements, outreach, and inviting administrators to programs and events.</i></p>					



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# Domain 2: Effective Instruction

Librarians foster a climate of curiosity and respect. As reading, information, and digital literacy span content areas, school librarians must work collaboratively with other teachers in a variety of curricular areas to enhance student learning and achievement. School librarians can accomplish this using methods such as in-person instruction or synchronous and/or asynchronous lessons using online tools. Librarians further collaborate with school and/or district administrators to create and present goal-aligned professional development for colleagues.

*In order to be highly effective, for Competencies 2.1 through 2.6, each says the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under "Effective" may not be shown in one observation but should be shown throughout the observation cycle.*



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>2.1</b>	<b>Develop student understanding and mastery of reading, information, and digital literacy skills</b>	<p>For this level, much of the Level 3 evidence is observed, as well as some of the following:</p> <p>Students go beyond repeating the stated objective, explaining what they are learning and why it is important.</p> <p>Teacher effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection.</p>	<p>Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson.</p> <p>Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms.</p> <p>Importance of the objective is explained so students understand why they are learning what they are learning.</p> <p>Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.</p> <p>Lesson is well-organized to move students towards mastery of the objective.</p>	<p>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 measurable or aligned to standards.</p> <p>Objective is stated but not in a student-friendly manner that leads to understanding.</p> <p>Teacher attempts explanation of objective's importance but students fail to understand.</p> <p>Lesson generally does not build on prior knowledge of students or students fail to make this connection.</p> <p>Organization of the lesson may not always be connected to mastery of the objective.</p>	<p>Lesson objective is missing more than one component. It may not be clear what students are learning about or will be able to do by the end of the lesson.</p> <p>There may not be a clear connection between the objective and lesson or the teacher may fail to make this connection for students.</p> <p>Teacher may fail to discuss importance of objective or there may not be a clear understanding among students as to why the objective is important.</p> <p>There may be no effort to connect objective to prior knowledge of students.</p> <p>Lesson is disorganized and does not lead to mastery of objective.</p>



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
2.2	Demonstrate and clearly communicate content knowledge to students	<p>Highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>All the evidence listed under Level 3 is present, as well as some of the following:</p> <p>Librarian fully explains concepts in as direct and efficient a manner as possible while still achieving student understanding.</p> <p>Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest.</p> <p>Explanations spark student excitement and interest in the content.</p> <p>Students participate in each other's learning of content through collaboration during the lesson.</p> <p>Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level.</p>	<p>School librarian is effective at demonstrating and clearly communicating content knowledge to students.</p> <p>Librarian demonstrates content knowledge and delivers content that is factually correct.</p> <p>Content is clear, concise and well-organized.</p> <p>Librarian restates and rephrases instruction in multiple ways to increase understanding.</p> <p>Librarian emphasizes key points or main ideas in content.</p> <p>Librarian uses developmentally appropriate language and explanations.</p> <p>Librarian implements relevant instructional strategies learned via professional development.</p>	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students.</p> <p>Librarian delivers content that is factually correct.</p> <p>Content occasionally lacks clarity and is not as well organized as it could be.</p> <p>Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding.</p> <p>Librarian does not adequately emphasize main ideas and students are sometimes confused about key takeaways.</p> <p>Explanations sometimes lack developmentally appropriate language.</p> <p>Librarian does not always implement new and improved instructional strategies learned via professional development.</p>	<p>Ineffective at demonstrating and clearly communicating content knowledge to students.</p> <p>Librarian may deliver content that is factually incorrect.</p> <p>Explanations may be unclear or incoherent and fail to build student understanding of key concepts.</p> <p>Librarian continues with planned instruction even when it is obvious that students do not understand content.</p> <p>Librarian does not emphasize main ideas and students are often confused about content.</p> <p>Librarian fails to use developmentally appropriate language.</p>
<p>Notes</p> <p><i>Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</i></p>					
<i>Level of Performance</i>					

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	Engage students in academic content	<p>Librarian is highly effective at engaging students in academic content.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <p>Librarian provides ways to engage with content that significantly promotes student mastery of the objective.</p> <p>Librarian provides differentiated ways of engaging with content specific to individual student needs.</p> <p>The lesson progresses at an appropriate pace and students who finish early have something else meaningful to do.</p> <p>Librarian effectively integrates technology as a tool to engage students in academic content.</p>	<p>Librarian is effective at engaging students in academic content.</p> <p>More than 3/4 of students are actively engaged in content at all times and not off-task.</p> <p>Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective.</p> <p>Librarian sustains the attention of the class by maintaining a dynamic presence.</p> <p>Ways of engaging with content reflect different learning modalities or intelligences.</p> <p>Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge and ensure all students are engaged.</p> <p>ELL and IEP students have the appropriate accommodations to be engaged in content.</p> <p>Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement)</p>	<p>Librarian needs improvement at engaging students in academic content.</p> <p>Less than 3/4 of students are engaged in content and many are off-task.</p> <p>Librarian may provide multiple ways of engaging students but perhaps not aligned to lesson objective or mastery of content.</p> <p>Librarian may miss opportunities to provide ways of differentiating content for student engagement.</p> <p>Some students may not have the prerequisite skills necessary to fully engage in content and librarian's attempt to modify instruction for these students is limited or not always effective.</p> <p>Students may appear to actively listen, but when it comes time for participation, are disinterested in engaging.</p>	<p>Librarian is ineffective at engaging students in academic content.</p> <p>Less than 1/2 of students are engaged in content and many are off-task.</p> <p>Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content.</p> <p>Librarian does not differentiate instruction to target different learning modalities.</p> <p>Most students do not have the prerequisite skills necessary to fully engage in content and librarian makes no effort to adjust instruction for these students.</p> <p>ELL and IEP students are not provided with the necessary accommodations to engage in content.</p>
Notes					

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

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	Check for Understanding	<p>School librarian is highly effective at checking for understanding.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <p>Librarian checks for understanding at higher levels by asking pertinent scaffold questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof).</p> <p>Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a</p>	<p>School librarian is effective at checking for understanding.</p> <p>Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of class's understanding.</p> <p>Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly.</p>	<p>School librarian needs improvement at checking for understanding.</p> <p>Librarian sometimes checks for understanding of content, but misses several key moments.</p> <p>Librarian mostly gets an accurate "pulse" of class's understanding, but may not gain enough information to modify the lesson accordingly.</p> <p>Librarian may not use a variety of methods to check for understanding when doing so would be helpful.</p> <p>Librarian may not provide enough wait time after posing a question for students to think</p>	<p>School librarian is ineffective at checking for understanding.</p> <p>Librarian rarely or never checks for understanding of content, or misses nearly all key moments.</p> <p>Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson.</p>



		<p>range of both lower- and higher-order thinking.</p>	<p>Librarian uses a variety of methods to check for understanding.</p> <p>Librarian uses wait time effectively both after posing a question and before helping students think through a response.</p> <p>Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students.</p> <p>Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see Notes for examples).</p>	<p>and respond before helping with an answer or moving forward with content.</p> <p>Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students.</p> <p>Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning.</p>	<p>Librarian frequently moves on with content before students have a chance to respond to question or frequently gives students the answer rather than helping them think through the answer.</p> <p>Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students.</p> <p>Librarian rarely or never assesses for mastery at the end of the lesson.</p>
<p style="text-align: center;"><b>Notes</b></p> <p>1. <i>Two examples of occasions when checking for understanding may be useful is before moving on to the next step of the lesson or partway through independent practice.</i></p> <p>2. <i>Examples of how the teacher may assess student understanding and mastery of objectives:</i></p> <ul style="list-style-type: none"> <li>· <i>Checks for Understanding: thumbs up/down, cold-calling</i></li> <li>· <i>Do Nows/Bell Ringers</i></li> <li>· <i>Turn and Talk/Pair Share</i></li> <li>· <i>Guided or Independent Practice</i></li> <li>· <i>Exit Slips</i></li> </ul>					



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



Level of Performance

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

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>2.7</b>	Assist students in the use of instructional tools and technologies	School librarian proactively initiates sessions to assist students and teachers in the use of instructional tools and technologies.	School librarian institutes sessions to assist students and teachers in the use of instructional tools and technologies.	School librarian assists students and teachers in the use of instructional tools and technologies when specifically asked to do so.	School librarian declines to assist students and teachers in the use of instructional tools and technologies.
<b>2.8</b>	Create an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting concern and sensitivity to student learning needs, cultures, and levels of development.	Interactions among the school librarian, students, and the classroom teachers are polite and respectful and appropriate to the learning needs, cultural, and developmental differences among students.	Interactions among the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural, and developmental differences among students.	Interactions among the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to student learning needs, cultural, and developmental differences and are characterized by put-downs or conflict.
<b>2.9</b>	Collaborate with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons and curates resources to support learning.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.	School librarian primarily works in isolation.

## Domain 3: Leadership

School librarians develop and sustain leadership roles within their school community to ensure the achievement of all students.

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.1</b>	<b>Contribute to school culture</b>	School librarian seeks out leadership opportunities within the school community that are aligned with school improvement initiatives. Librarian goes above and beyond in dedicating time for students and colleagues.	School librarian contributes ideas and expertise aligned with school improvement initiatives. Librarian dedicates time when needed to helping students and colleagues.	School librarian rarely contributes ideas and expertise aligned with school improvement initiatives. Librarian rarely dedicates time to helping students and colleagues.	School librarian does not contribute ideas aligned with school improvement initiatives. Little or no time is dedicated to helping students and colleagues.
<p style="text-align: center;">Notes</p> <p style="text-align: center;"><i>While an effective librarian actively contributes to the school culture, a highly effective librarian assumes a leadership role in at least one aspect of school culture.</i></p>					



Level of Performance

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.2	Collaborate with colleagues	Librarian collaborates with, co-teaches with, and coaches colleagues while partnering with administration to achieve district/school goals.	<p>School librarian participates in regular opportunities to work with and learn from others.</p> <p>Librarian asks for assistance when needed and provides assistance to others in need.</p>	<p>School librarian participates in occasional opportunities to work with and learn from others and ask for assistance when needed.</p> <p>Librarian does not seek to provide other teachers with assistance when needed or does not regularly seek out opportunities to work with others.</p>	<p>School librarian rarely participates in opportunities to work with others.</p> <p>Librarian prioritizes working in isolation.</p>
<p>Notes</p> <p>1. A highly effective librarian seeks out opportunities to collaborate, whereas an effective librarian may collaborate when asked.</p> <p>2. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation, whereas a highly effective librarian additionally takes initiative in assuming leadership among the faculty.</p>					

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.3</b>	Seek professional skills and knowledge	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.
<p style="text-align: center;">Notes</p> <p style="text-align: center;"><i>An effective librarian seeks and implements professional skills and knowledge, whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.</i></p>					



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.4</b>	<b>Advocate for student success</b>	<p>Librarian consistently demonstrates commitment to the education and social-emotional well-being of all students, including English learners, students with special needs, and high-ability learners.</p> <p>Librarian advocates, differentiates, and takes risks for student success.</p>	<p>School librarian displays commitment to the education and social emotional well-being of students.</p> <p>Librarian attempts to remedy obstacles around student achievement and advocates for individualized needs of students.</p>	<p>School librarian occasionally displays commitment to the education of his/her students.</p> <p>School librarian does not advocate for student needs.</p>	<p>School librarian rarely displays commitment to the education of his/her students.</p> <p>School librarian does not advocate for students' needs.</p>
<b>3.5</b>	<b>Prepare and submit reports and budgets</b>	<p>School librarian anticipates needs when preparing requisitions and budgets, and follows established procedures.</p> <p>Inventories and reports, if required, are submitted on time.</p> <p>Librarian analyzes collection, circulation, and program data on a regular basis and uses findings to make data-driven, fiscally responsible decisions.</p>	<p>School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures.</p> <p>Inventories and reports, if required, are submitted on time.</p>	<p>School librarian's efforts to prepare budgets inconsistently respond to student and teacher needs.</p> <p>Inventories and reports, if required, are sometimes submitted on time.</p>	<p>School librarian does not fulfill student and teacher needs when preparing requisitions. No budget is created to guide purchasing needs.</p> <p>School librarian does not follow established procedures.</p> <p>Inventories and reports, if required, are routinely late or incomplete.</p>



<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.6</b>	Communicate with the larger community	School librarian proactively engages with their wider community and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
<b>3.7</b>	Participate in a professional community	School librarian develops a professional network and takes on leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates in a wider professional community that includes local, state, or national contacts.	School librarian's participation in a wider professional community is minimal.	School librarian does not participate in a professional network and/or works in isolation.
<p style="text-align: center;">Notes</p> <p style="text-align: center;"><i>Professional network refers to librarians and other experts in related fields that support the school librarian's professional growth.</i></p>					

<i>Level of Performance</i>					
	<b>Competencies</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.8</b>	Establish, evaluate, and maintain library procedures in regards to library staff or student assistants	<p>Librarian establishes strategic routines and procedures that enable library staff and/or students to effectively contribute to the library program.</p> <p>Librarian consistently evaluates and updates routines and procedures to ensure continued success.</p>	<p>Librarian establishes routines and procedures that enable library staff and/or students to contribute to the library program.</p> <p>Librarian occasionally evaluates and updates routines &amp; procedures to ensure continued success.</p>	<p>Routines and/or procedures are in-place but need to be updated or clarified in order to enable library staff and/or students to successfully contribute to the library program.</p> <p>Librarian may evaluate routines and procedures but does not act upon the results of the evaluation.</p>	<p>Routines and/or procedures for library staff and/or students are unclear or non-existent.</p> <p>Librarian does not evaluate routines and procedures.</p>
<b>3.9</b>	Educate the school community regarding ethical use of information and media	<p>School librarian recognizes and acts on opportunities to further educate members of the school community about ethical use of information and media.</p> <p>Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.</p>	<p>School librarian regularly shares materials on the ethical use of information.</p> <p>Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.</p>	<p>School librarian occasionally shares materials on the ethical use of information but does not offer to collaborate to find solutions.</p>	<p>School librarian does not share materials on the ethical use of information with students or staff.</p>

## Domain 4: Core Professionalism

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

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences. *	Individual has not demonstrated a pattern of unexcused absences. *
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.
Notes			
<p>1. Complying with policies and procedures includes but is not limited to: following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically emails or phone calls returned within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc., will be important for consistency.</p>			



## SCHOOL LIBRARIAN EVALUATION RUBRIC

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- 2. Demonstrating respect to students, parents, and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self-control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.*
- 3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.*

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

## Works Cited

*Empowering Learners: Guidelines for School Library Media Programs.* American Association of School Librarians, 2009.

**RISE INDIANA.** N.p., n.d. Web. 12 Jan. 2012. <<http://www.riseindiana.org>>.

*National School Library Standards for Learners, School Librarians, and School Libraries.* American Association of School Librarians, 2018.

*RISE Evaluation Model: Evaluator and Teacher Handbook Version 3.0.* Indiana Department of Education. Jan. 2020, [www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf](http://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf).

## Teachers:

Peru RISE will reduce the weight of the objective measures of student achievement and growth used to calculate evaluation results for Group 1 and Group 2 teachers to mirror the significance for Group 3 teachers. Individual Growth Model will be the primary measure at 11%; Student Learning Objectives (Goals) data will be the secondary measure at 9%; and School Wide Grade will be weighted at 5%. For all groups, it reflects 25% significance for objective measures of student achievement and growth and 75% significance for the teacher effectiveness rubric.

Teachers not involved in IDOE growth model data will have 20% of their evaluation based on the most dependable testing as per the IDOE recommended priority system. For many this will include Dibels, NWEA, DOE created End of Course Assessments and rubrics/assessments generated by partnering with Wabash Valley Educational Center

### Overview of Components

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

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

### Frequency

A minimum of two (2) observations will be performed as part of formative evaluations will take place at reasonable intervals to ensure that teachers have the opportunity to demonstrate growth prior to a summative evaluation.

### A System for Teachers

RISE was created with classroom teachers in mind and may not always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles.

## Component 1: Professional Practice

### Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

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

## Peru Teacher Effectiveness Rubric

### DOMAIN 1: PURPOSEFUL PLANNING

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Utilize Assessment Data to Plan</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<p><b>Teacher uses prior assessment data to formulate:</b></p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<p><b>Teacher uses prior assessment data to formulate:</b></p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, OR lesson plans, but not all of the above</li> </ul>	Teacher rarely or never uses prior assessment data when planning.
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans an <u>ambitious</u> annual student achievement goal</li> </ul>	<p><b>Teacher develops an annual student achievement goal that is:</b></p> <ul style="list-style-type: none"> <li>- Measurable;</li> <li>- Aligned to content standards; AND</li> <li>- Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	<p><b>Teacher develops an annual student achievement goal that is:</b></p> <ul style="list-style-type: none"> <li>- Measurable</li> </ul> <p><b>The goal may not:</b></p> <ul style="list-style-type: none"> <li>- Align to content standards; OR</li> <li>- Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</li> </ul>	<p><b>Based on achievement goals, teacher plans units by:</b></p> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> <li>- Creating assessments before each unit begins for backwards planning</li> <li>- Allocating an instructionally appropriate amount of time for each unit</li> </ul>	<p><b>Based on achievement goals, teacher plans units by:</b></p> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Create assessments before each unit begins for backwards planning</li> <li>- Allocate an instructionally appropriate amount of time for each unit</li> </ul>	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

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

## DOMAIN 2: EFFECTIVE INSTRUCTION

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

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

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

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

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

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

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

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

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

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

## DOMAIN 3: Teacher Leadership

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

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

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

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

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

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

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

*What is the role of the primary evaluator?*

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

*What is a secondary evaluator?*

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

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

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

*What is an extended observation?*

An extended observation lasts a minimum of 40 minutes. It may be announced or unannounced. It may take place over one class or span two consecutive class periods.

*Are there mandatory conferences that accompany an extended observation?*

- a. Pre-Conferences: Pre-Conferences are not mandatory but are scheduled by request of teacher or evaluator. Any mandatory pieces of information that the evaluator would like to see during the observation (lesson plans, gradebook, etc.), must be requested of the teacher prior to the extended observation.
  
- b. Post-Conferences: **Post-Conferences are mandatory and must occur within five school days of the extended observation. During this time, the teacher must be presented with written and oral feedback from the evaluator.**

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

All teachers will have a minimum number of observations per year determined by the previous year's rating.

- **Beginning Teacher/Year 1 @ PCS – 2 formals: 3 informals**
- **Previous Year Highly Effective (3.5 – 4.0) – 1 Formal: 2 Informals**
- **Previous Year Effective (2.5 – 3.49) – 1 Formal: 3 Informals**
- **Previous Year Ineffective/Improvement Necessary (<2.5) – 2 formals: 3 Informals**

**However, evaluators may choose to visit classrooms much more frequently than the minimum requirement specified here.**

*Who is qualified to perform extended observations?*

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

*What is a short observation?* A short observation lasts a minimum of 10 minutes and should not be announced. There are no conferencing requirements around short observations, but a post-observation conference should be scheduled if there are areas of concern. A teacher must receive written feedback following a short observation within two school days.

*Who is qualified to perform short observations?*

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

*Is there any additional support for struggling teachers?*

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

*Will my formal and informal observations be scored?*

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

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

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

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

*What is a professional development plan?*

An important part of developing professionally is the ability to self-reflect on performance. The professional development plan is a tool for teachers to assess their own performance and set development goals. In this sense, a professional development plan supports teachers who strive to improve performance, and can be particularly helpful for new teachers. Although every teacher is encouraged to set goals around his/her performance, only teachers who score an “Ineffective” or “Improvement Necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by an evaluator. This may also serve as the remediation plan specified in Public Law 90.

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

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

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

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

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

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

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

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

- After collecting information, the primary evaluator must assess where the teacher falls within each competency. Using all notes, the evaluator should assign each teacher a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a teacher a rating in each of the first three domains. It is not recommended that the evaluator average competency scores to obtain the final domain score, but rather use good judgment to decide which competencies matter the most for teachers in different contexts and how teachers have evolved over the course of the year. The final three domain ratings should reflect the body of information available to the evaluator. In the end-of-year conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision. The figure below provides an example of this process for Domain 1.

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

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

	Rating (1-4)	Weight	Weighted Rating
<b>Domain 1: Planning</b>	3	10%	0.3
<b>Domain 2: Instruction</b>	2	75%	1.5
<b>Domain 3: Leadership</b>	3	15%	0.45

**Final Score 2.25**

The calculation here is as follows:

Rating x Weight = Weighted Rating

Sum of Weighted Ratings = Final Score

At this point, the Teacher Effectiveness Rubric rating is close to completion. Evaluators now look at the fourth domain.

### **Incorporate Core Professionalism**

- As described earlier, this domain represents non-negotiable aspects of the teaching profession, such as on-time arrival to school and respect for colleagues. This domain only has two rating levels: Does Not Meet Standard and Meets Standard. The evaluator uses available information and professional judgment to decide if a teacher has not met the standards for any of the four indicators. For the Core Professionalism domain to be used most effectively, corporations should create detailed policies regarding the four competencies of this domain, for example, more concretely defining an acceptable or unacceptable number of days missed or late arrivals. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above. If the teacher did not meet standards in *at least one* of the four indicators, he or she automatically has a 1-point deduction from the final score in step 3.

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

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

*Scoring Requirement:* 1 is the lowest score a teacher can receive in the RISE system. If, after deducting a point from the teacher's final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

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

## The Role of Professional Judgment

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

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

## Component 2: Student Learning

### Student Learning: Overview

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

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

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

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

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

## Available Measures of Student Learning

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

- Are **accurate** in assessing student learning and teacher impact on student learning
  - Provide **valuable and timely data** to drive instruction in classrooms
  - Are **fair** to teachers in different grades and subjects
  - Are as **consistent** as possible across grades and subjects
  - Allow **flexibility** for districts, schools, and teachers to make key decisions surrounding the best assessments for their students
- The Indiana Growth Model is the most common method of measuring growth. This model will be used to measure the student learning for all math and ELA teachers in grades in 4-8. To complement the Growth Model, and to account for those teachers who do not have such data available, RISE also includes measures of students' progress toward specific learning goals, known as Student Learning Objectives.

Student Learning Objectives involve setting rigorous learning goals for students around common assessments. All teachers will have Student Learning Objectives. For teachers who have a Growth Model rating, these Objectives will serve as additional measures of student achievement. For teachers who do not have a Growth Model rating, the Student Learning Objectives will form the basis for the student learning measures portion of their evaluation. More details on how each type of student learning measure affects a teacher's final rating can be found in the Summative Teacher Evaluation Scoring section.

## Indiana Growth Model

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

Indiana teachers are accustomed to looking at growth scores for their students, but these scores will now also be calculated at the classroom level and across classes for use in teacher evaluation. Individual growth model measures are only available for students and teachers in ELA/Math in grades 4-8. For these teachers, students' growth scores will be used to situate teachers in one of the four rating categories. Please access the IDOE website for more information on the metrics used to calculate teachers' 1-4 score based on student growth model data.

## School-wide Learning

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

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

## Student Learning Objectives (Goals)

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

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

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

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

## Summative Teacher Evaluation Scoring



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

**Measure:** Indiana Teacher Effectiveness Rubric (TER)

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

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

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

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

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

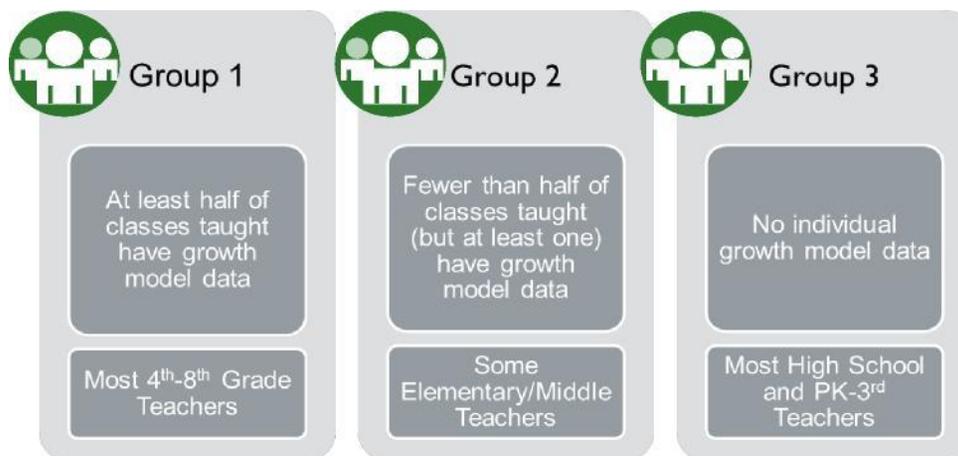
The method for scoring each measure individually has been explained in the sections above. This section will detail the process for combining all measures into a final, summative score.

## Weighting of Measures

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

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

At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), Individual Growth Model (IGM) (if available), School-wide Learning Measure (SWL), and Student Learning Objectives (SLO) (Goal). How these measures are weighted depends on a teacher's mix of classes and the availability of growth data. Teachers fall into one of three groups.



Peru RISE measures with weighting as prescribed. Therefore, those in category 1 will have 75% based on the Teacher Effectiveness Rubric, 11% on Growth Model data, 9% on SLO (Goal), and 5% on School-wide rating. Teachers not in growth model areas will have 75% based on the Teacher Effectiveness Model, 20% based on the SLOs (Goals), and 5% based on the School-wide Measure.

Negative growth will affect a teacher's summative rating in the prescribed system that determines the 1-4 scale of Ineffective, Improvement Needed, Effective, and Highly Effective. Peru will use the recommended system of weighting where teachers will rate their students as high, medium, or low. As per the State's recommendation in training four, those that receive a four will have to get all high students passed, all medium students passed, and most low students passed to be rated a four. Likewise, Peru will follow the RISE guidelines for the rating of 3, 2, and 1.

Compared across groups, the weighting looks as follows:

Group 1 and 2 Teachers (Teacher has individual growth model data for at least one class)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	3.15	X75%	=2.36
<b>Individual growth measure</b>	<b>3</b>	<b>X11%</b>	<b>=0.33</b>
Student Learning Objectives (Goals)	3	X9%	=0.27
School-wide Learning Measure	4	x5%	= 0.2
Sum of the Weighted Scores			3.16

Group 3 Teacher (Teacher has no classes with individual growth model data)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	3.15	X75%	=2.36
Student Learning Objectives (Goals)	3	X20%	=0.6
School-wide Learning Measure	4	x5%	=0.2
Sum of the Weighted Scores			3.16

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

Note: Borderline points always round up.

## Evaluation Feedback:

Peru will follow the RISE recommendations and have written feedback on each of the short evaluations and have an administrator/certificated staff member conference after the formal observations. Further, if there is any issue seen or a certificated staff member on an improvement plan, a mid-year conference will be held. In May a conference will be held with each certificated staff member where the Effective Rubric results and any SLO (Goal) finalized data will be discussed with recommendations for suggested professional development for the next year. Finally, in September (or when data is available) of the next school year after growth model data and school-wide ratings are available, a final summative rating conference will be held with every certificated staff member.

Administrators would be given feedback from the IDOE RISE Administrative rubric by the superintendent and the superintendent will receive the same feedback by the school board president.

During that final Summative conference, those teachers with deficits will be assigned a Professional Development Plan and appropriate PD through IN-Gauge.

## Remediation Plans:

Will be mandatory for any employee who is rated as ineffective or improvement necessary. The summative rating meeting where the employee with deficits is informed will be followed within one week (7 days) with a meeting (with association representation if desired by the employee) to set up a plan of action to remediate identified deficits. A Professional Development Plan will be established, and PD possibly assigned using IN-Gauge PD, PD360, other sources, and sending employees needing identified improvement to selected conferences. All will be determined at the Summative meeting and then the plan will be worked throughout the year. There will be a mandatory meeting in January to discuss progress with any employee with a remediation plan. Finally, there will be a formative/summative meeting in May where the teacher effectiveness rubric and the results of the student learning objective goals will be discussed. This meeting will be used to determine if the remediation has worked or whether further steps need to be taken including, but not limited to, job retention or further remedial plans.

**All videos viewed, books read, and/or conference attended will count toward professional growth points for teacher license renewal.**

An employee with a rating of improvement necessary or ineffective will be informed of their right to have a meeting with the superintendent to discuss any issue with his or her evaluation. The employees will be informed about the process of setting up a private appointment with the superintendent through his secretary.

The superintendent's evaluative conference and any needed remedial plan would be handled by the Peru Board of Trustees as communicated through the president of the board.

## Professional Development Plan for Certified Employees evaluated as Ineffective/Improvement Necessary. (<2.5)

Using relevant student learning data, evaluation feedback and previous professional development, establish areas of professional growth below. Although there is not a required number of goals in a professional development plan, you should set as many goals as appropriate to meet your needs. In order to focus your efforts toward meeting all of your goals, it will be best to have no more than three goals at any given time. 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.	

<b>Name:</b>			
<b>School:</b>			
<b>Grade Level(s):</b>		<b>Subject(s):</b>	
<b>Date Developed:</b>		<b>Date Revised:</b>	
<i>Primary Evaluator Approval</i>	X	<i>Teacher Approval</i>	X

Professional Growth Goal #1							
Overall Goal:	Action Steps:	Benchmarks and Data:				Evidence of Achievement:	
<p>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</p>	<p>Include specific and measurable steps you will take to improve.</p>	<p>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</p>				<p>How do you know that your goal has been met?</p>	
	Action Step 1	<p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>		
		Data:	<p>__/__/__</p>		Data:		
	Action Step 2	<p>__/__/__</p>	<p>__/__/__</p>	<p>__/__/__</p>			
		Data:	Data:	Data:	Data:		

Professional Growth Goal #2							
<b>Overall Goal:</b>  <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	<b>Action Steps:</b>  <i>Include specific and measurable steps you will take to improve.</i>	<b>Benchmarks and Data:</b>  <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b>  <i>How do you know that your goal has been met?</i>	
	<b>Action Step 1</b>	___/___/___	___/___/___	___/___/___	___/___/___		
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>		
	<b>Action Step 2</b>	___/___/___	___/___/___	___/___/___	___/___/___		
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>		

<b>Professional Growth Goal #3</b>						
<b>Overall Goal:</b>  <i>Using your most recent evaluation, identify a professional growth goal below. Identify alignment to rubric (domain and competency).</i>	<b>Action Steps:</b>  <i>Include specific and measurable steps you will take to improve.</i>	<b>Benchmarks and Data:</b>  <i>Set benchmarks to check your progress throughout the improvement timeline (no more than 90 school days for remediation plans). Also, include data you will use to ensure your progress is adequate at each benchmark.</i>				<b>Evidence of Achievement:</b>  <i>How do you know that your goal has been met?</i>
	<b>Action Step 1</b>					
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	
		<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	<b>Data:</b>	

## **Evaluators**

All Peru evaluators have been trained in RISE by an approved service center presenter. Any new administrative hires will continue to be trained in RISE, through local Education Center.

Evaluators will be the building level administrators. For those buildings with special educators, the RISE trained special education coordinator will be the secondary evaluator. Each principal will divide his staff and have the assistant principal be the primary on half of the staff and he will be secondary on those certificated staff members. The roles are reversed for the rest. For staff members that are employed by the special education cooperative, the Peru special education coordinator will serve as the primary with the building administrators or the cooperative director serving as secondary evaluator(s).

For employees shared between buildings, one principal will serve as the primary, with an administrator from the shared building serving as the secondary.

The superintendent will serve as the primary evaluator for all principals and the assistant superintendent will serve as a consultant and secondary evaluator as needed.

The superintendent will be evaluated by the board of trustees led by the president of the board.

No teachers who are solely teachers (even if they are department chairs) will serve as evaluators. That individual is the only teacher/administrator who will serve as an evaluator in Peru's district.

As stated above, all evaluators have gone through the state approved training as provided by the IDOE to the trainers of the service centers.

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

Peru Community will not place a student for two consecutive years in an ineffective teacher's room. This will be accomplished by PCS currently having six to seven elementary sections and multiple secondary sections at each grade level or subject.

If unavoidable, a conference in person with any parent whose child was put in this situation would be held. The conference will produce documentation to be kept on the outcome and precautions taken to assure a good year in spite of the deficit identified in that meeting.

## Evaluation Plan Discussion

At the beginning of each school year, the Peru RISE Evaluation plan will be discussed with teachers/PCEA Association through a formal regularly scheduled Meet & Discuss meeting. This meeting would typically take place in August of each school year and prior to the evaluation process starting for the school year. Upon discussion with teaching staff, the evaluation plan will be discussed at a regular PCS Board meeting the third Monday in August of each School year. Formal documented notes will serve as evidence of both discussions taking place annually.

# Appendix A

## Information Maintained by the Office of Code Revision Indiana Legislative Services Agency

### IC 20-28-11.5

#### Chapter 11.5. Staff Performance Evaluations

### IC 20-28-11.5-1

#### "Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

- (1) has clearly demonstrated a record of effective teaching over several years;
- (2) is approved by the principal as qualified to evaluate under the plan; and
- (3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

*As added by P.L.90-2011, SEC.39.*

### IC 20-28-11.5-2

#### "Plan"

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

*As added by P.L.90-2011, SEC.39.*

### IC 20-28-11.5-3

#### "School corporation"

Sec. 3. As used in this chapter, "school corporation" includes:

- (1) a school corporation;
- (2) a school created by an interlocal agreement under IC 36-1-7;
- (3) a special education cooperative under IC 20-35-5; and
- (4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

*As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.*

### IC 20-28-11.5-4

#### School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in

this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System (PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) 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.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

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

(d) The evaluator shall discuss the evaluation with the certificated employee.

*As added by P.L.90-2011, SEC.39.*

#### **IC 20-28-11.5-5**

##### **Conduct of evaluations**

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

*As added by P.L.90-2011, SEC.39.*

#### **IC 20-28-11.5-6**

##### **Completed evaluation; remediation plan; conference with superintendent**

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.

*As added by P.L.90-2011, SEC.39.*

#### **IC 20-28-11.5-7**

##### **Student instructed by teachers rated ineffective; notice to parents required**

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

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

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

*As added by P.L.90-2011, SEC.39.*

#### **IC 20-28-11.5-8**

##### **State board actions; model plan; approval of plan by teachers**

Sec. 8. (a) To implement this chapter, the state board shall do the following:

(1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:

(A) the criteria that define each of the four categories of teacher ratings under section 4(c)(4) of this chapter;

(B) the measures to be used to determine student academic achievement and growth under section 4(c)(2) of this chapter;

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the department's model plan, or any other model plan approved by the department, without the state board's approval.

(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.

(d) Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

*As added by P.L.90-2011, SEC.39. Amended by P.L.160-2012,SEC.50.*

## **IC 20-28-11.5-9**

### **Department report of evaluation results**

Sec. 9. (a) Before November 15 of each year, each charter school (including a virtual charter school) and school corporation shall provide the disaggregated results of staff performance evaluations by teacher identification numbers to the department.

(b) Before August 1 of each year, each charter school and school corporation shall provide to the department:

(1) the name of the teacher preparation program that recommended the initial license for each teacher employed by the school; and

(2) the annual retention rate for teachers employed by the school.

(c) Not before the beginning of the second semester (or the equivalent) of the school year and not later than August 1 of each year, the principal at each school described in subsection (a) shall complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years. The survey shall be adopted by the state board and prescribed on a form developed not later than July 30, 2016, by the department that is aligned with the matrix system established under IC 20-28-3-1(i). The school shall provide the surveys to the department along with the information provided in subsection (b). The department shall compile the information contained in the surveys, broken down by each teacher preparation program located in Indiana. The department shall include information relevant to a particular teacher preparation program located in Indiana in the department's report under subsection (f).

(d) During the second semester (or the equivalent) of the school year and not later than August 1 of each year, each teacher employed by a school described in subsection (a) in Indiana who initially received a teacher's license in Indiana in the previous three (3) years shall complete a form after the teacher completes the teacher's initial year teaching at a particular school. The information reported on the form must:

(1) provide the year in which the teacher was hired by the school;

(2) include the name of the teacher preparation program that recommended the teacher for an initial license;

- (3) describe subjects taught by the teacher;
- (4) provide the location of different teaching positions held by the teacher since the teacher initially obtained an Indiana teaching license;
- (5) provide a description of any mentoring the teacher has received while teaching in the teacher's current teaching position;
- (6) describe the teacher's current licensure status; and
- (7) include an assessment by the teacher of the quality of instruction of the teacher preparation program in which the teacher participated.

The form shall be prescribed by the department. The forms shall be submitted to the department with the information provided in subsection (b). Upon receipt of the information provided in this subsection, the department shall compile the information contained in the forms and include an aggregated summary of the report on the department's Internet web site.

(e) Before September 1 December 15 of each year, the department shall report the results of staff performance evaluations in the aggregate to the state board, and to the public via the department's Internet web site for:

- (1) the aggregate of certificated employees of each school and school corporation; and
- (2) the aggregate of graduates of each teacher preparation program in Indiana;
- (3) for each school described in subsection (a), the annual rate of retention for certificated employees for each school within the charter school or school corporation; and
- (4) the aggregate results of staff performance evaluations for each category described in section 4(c)(4) of this chapter. In addition to the aggregate results, the results must be broken down:
  - (A) by the content area of the initial teacher license received by teachers upon completion of a particular teacher preparation program; or
  - (B) as otherwise requested by a teacher preparation program, as approved by the state board.

(f) Beginning November 1, 2016, and before September 1 of each year thereafter, the department shall report to each teacher preparation program in Indiana for teachers with three (3) or fewer years of teaching experience:

- (1) information from the surveys relevant to that particular teacher education program provided to the department under subsection (c);
- (2) information from the forms relevant to that particular teacher preparation program compiled by the department under subsection (d); and
- (3) the results from the most recent school year for which data are available of staff performance evaluations for each category described in section 4(c)(4) of this chapter with three (3) or fewer years of teaching experience for that particular teacher preparation program. The report to the teacher preparation program under this subdivision shall be in the aggregate form and shall be broken down by the teacher preparation program that recommended an initial teaching license for the teacher.

*As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138; P.L.254-2013, SEC.3 and P.L. 192-2014, SEC. 5.*

## Appendix B: IN-Gauge Screen Shots

The screenshot displays the IN-Gauge software interface. At the top, there are navigation tabs: Narratives, Rating View, Progress, Teacher Report, SLO's/Growth, Forms, and Manage. A dropdown menu shows '(Current Year)'. Below the tabs, there are two main input areas. The first area contains a dropdown menu with '(JH)', a dropdown menu with 'Teacher', and a checkbox labeled 'Notify Teacher by E-Mail when Posted'. The second area contains a dropdown menu with 'Create New Form (or select saved form)', a calendar icon showing '17', a red 'X' icon, a checkmark icon, and a checkbox labeled 'Formal'. On the right side, there is a circular logo for 'IN-Gauge'. The main content area is titled 'Add Narratives/Evidence' and features a 'Save' button and a green 'POST' button. Below the title, there is a 'Evidence' label and a character count '0/ 5000 Characters'. A large text input area is present, and at the bottom left of this area is a 'Choose File' button. Below the main content area, there is a section titled 'Mapped Narratives' with a 'Save' button and a green 'POST' button. At the very bottom, there is a small, partially visible text string: 'CPI-ENTER - Save CPI-ENTER - Full Screen'.



▾
 Teacher ▾
  Notify Teacher by E-Mail when Posted

Create New Form (or select saved form) ▾
 
 Final

Save **POST**

**1 - Purposeful Planning | Assign PD** (N/A) ▾ **SET ( Worth 10 %) 0.00**

Evidence	Indicator
(not scored) ▾	1.1 - Utilize Assessment Data to Plan
(not scored) ▾	1.2 - Set Ambitious and Measurable Achievement Goals
(not scored) ▾	1.3 - Develop Standards-Based Unit Plans and Assessments
(not scored) ▾	1.4 - Create Objective-Driven Lesson Plans and Assessments
(not scored) ▾	1.5 - Track Student Data and Analyze Progress

**2 - Effective Instruction | Assign PD** (N/A) ▾ **SET ( Worth 75 %) 0.00**

Evidence	Indicator
(not scored) ▾	2.1 - Develop student understanding and mastery of lesson objectives
(not scored) ▾	2.2 - Demonstrate and Clearly Communicate Content Knowledge to Students
(not scored) ▾	2.3 - Engage students in academic content
(not scored) ▾	2.4 - Check for Understanding



HS ▾ Teacher ▾  Notify Teacher by E-Mail when Posted

Saved on 2015-08-24 (by cjmilller) ▾   Final

Save POST

**1 - Purposeful Planning | Assign PD (N/A) ▾ SET (Worth 10 %) 0.00**

Evidence	Indicator
(not scored) ▾	1.1 - Utilize Assessment Data to Plan
(not scored) ▾	1.2 - Set Ambitious and Measurable Achievement Goals
(not scored) ▾	1.3 - <b>3</b> 100% Develop Standards-Based Unit Plans and Assessments
(not scored) ▾	1.4 - (1 unrated) Create Objective-Driven Lesson Plans and Assessments
(not scored) ▾	1.5 - (1 unrated) Track Student Data and Analyze Progress

**2 - Effective Instruction | Assign PD (N/A) ▾ SET (Worth 75 %) 0.00**

Evidence	Indicator
(not scored) ▾	2.1 - (1 unrated) Develop student understanding and mastery of lesson objectives
(not scored) ▾	2.2 - <b>4</b> 50% <b>3</b> 50% Demonstrate and Clearly Communicate Content Knowledge to Students
(not scored) ▾	2.3 - <b>4</b> 75% <b>3</b> 25% (1 unrated) Engage students in academic content
(not scored) ▾	2.4 - (3 unrated) Check for Understanding
(not scored) ▾	2.5 - Modify Instruction As Needed
(not scored) ▾	2.6 - Develop Higher Level of Understanding through Rigorous Instruction and Work



Create New Form (or select saved form) ▾



Final



██████████ : Professional Development for Indicator 1.1 Purposeful Planning

Add New PD / User Defined PD ▾

Title/Type

Title/Type

Description/Information/Links

Description/Information/Links

Save

(not scored)

Modify Instruction As Needed



(HS) ▾ Teacher ▾  *Notify Teacher by E-Mail when Posted*

Saved on 2015-08-24 (by cjmilller) ▾  *Formal*

**1.1 Purposeful Planning | Assign PD**

Evidence	Indicator
<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	1.1 - Utilize Assessment Data to Plan
<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>	1.2 - Set Ambitious and Measurable Achievement Goals
<div style="border: 1px solid gray; padding: 5px;">  82/ 5000 Characters                      cjmilller / (14:02) --                      Class details and lesson plans presented on the chalkboard                 </div> <div style="border: 1px solid gray; padding: 2px; margin-top: 5px;">Choose File </div>	1.3 - Develop Standards-Based Unit Plans and Assessments
<div style="border: 1px solid gray; padding: 5px;">  82/ 5000 Characters                      cjmilller / (14:02) --                      Class details and lesson plans presented on the chalkboard                 </div> <div style="border: 1px solid gray; padding: 2px; margin-top: 5px;">Choose File </div>	1.4 - Create Objective-Driven Lesson Plans and Assessments
<div style="border: 1px solid gray; padding: 5px;">  186/ 5000 Characters                      cjmilller / (14:03) --                      T makes way around the classroom once again to check progress; T discusses technique with student and illustrates the proper technique to complete the assignment.                 </div> <div style="border: 1px solid gray; padding: 2px; margin-top: 5px;">Choose File </div>	1.5 - Track Student Data and Analyze Progress

**2.1 Effective Instruction | Assign PD**

Evidence	Indicator
----------	-----------

▼ Teacher ▾

Show Attachments

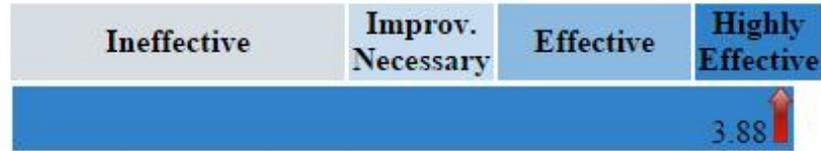
**1 - Purposeful Planning | Assign PD**

(Worth 10 %) 0.00

Evidence	Indicator
<p><b>(not scored)</b> ▾</p> <p>There are no Narratives or Notes for this indicator yet. Perhaps the Evaluator has not posted them so you can see them yet.</p>	<p><b>1.1 -</b> Utilize Assessment Data to Plan <b>Rating Definition:</b></p>
<p><b>(not scored)</b> ▾</p> <p>There are no Narratives or Notes for this indicator yet. Perhaps the Evaluator has not posted them so you can see them yet.</p>	<p><b>1.2 -</b> Set Ambitious and Measurable Achievement Goals <b>Rating Definition:</b></p>
<p><b>(not scored)</b> ▾</p> <p>2015-08-24 - cjmillr: cjmillr / (14:02) -- Class details and lesson plans presented on the chalkboard</p>	<p><b>1.3 -</b> Develop Standards-Based Unit Plans and Assessments <b>Rating Definition:</b></p>
<p><b>(not scored)</b> ▾</p> <p>2015-08-24 - cjmillr: cjmillr / (14:02) -- Class details and lesson plans presented on the chalkboard</p>	<p><b>1.4 -</b> Create Objective-Driven Lesson Plans and Assessments <b>Rating Definition:</b></p>
<p><b>(not scored)</b> ▾</p> <p>2015-08-24 - cjmillr: cjmillr / (14:03) -- T makes way around the classroom once again to check progress; T discusses technique with student and illustrates the proper technique to complete the assignment</p>	<p><b>1.5 -</b> Track Student Data and Analyze Progress <b>Rating Definition:</b></p>

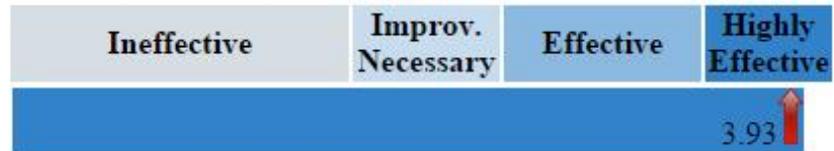
*[Redacted]*

*Expand Details*



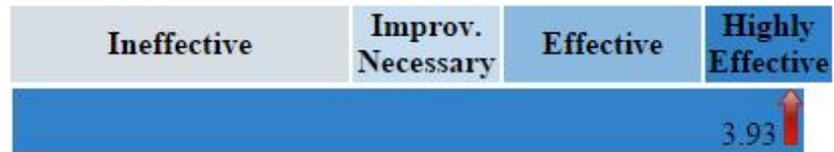
*[Redacted]*

*Expand Details*

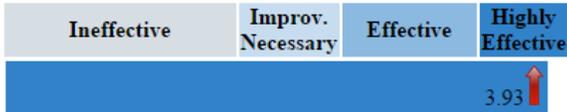


*[Redacted]* (BP)

*Expand Details*



Teacher



Show Attachments

1 - Purposeful Planning | [Assign PD](#) (Raw 20.00/5) (4.000 Worth 10 %) 0.40

Evidence	Indicator
<p><b>4 Highly Effective</b></p> <p>2013-11-12 - lwatkins: Plans for assessments are clearly listed and followed. Students participate in their own remediation due to the small number of students unable to master the standard.</p> <p>2014-04-22 - dhahn: 2014-04-22 dhahn Students are working on lessons based on the results of NWEA and Acuity</p>	<p><b>1.1 -</b> Utilize Assessment Data to Plan <b>Rating Definition:</b> At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</p>
<p><b>4 Highly Effective</b></p> <p>2013-11-12 - lwatkins: Students are expected to keep up with the rigors of LIFT.</p>	<p><b>1.2 -</b> Set Ambitious and Measurable Achievement Goals <b>Rating Definition:</b> At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an ambitious annual student achievement goal</p>
<p><b>4 Highly Effective</b></p> <p>2013-11-12 - lwatkins: Lesson Plans- standards are listed in the lesson plans</p>	<p><b>1.3 -</b> Develop Standards-Based Unit Plans and Assessments <b>Rating Definition:</b> At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</p>

much later than is required by the corporation

**0 (Meets Standard)**

2013-11-12 - lwatkins: [redacted] has good attendance. She arrives earlier and stays much later than is required by the corporation

**0 (Meets Standard)**

2013-11-12 - lwatkins: Follows policies and procedures

**0 (Meets Standard)**

2013-11-12 - lwatkins: Highly respectful of teachers and administration

**4.2 -**

On-Time Arrival

**Rating Definition:**

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

**4.3 -**

Policies and Procedures

**Rating Definition:**

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)

**4.4 -**

Respect

**Rating Definition:**

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

Effectiveness Rubric Rating: 4.00 (Highly Effective) ( ) (Counts 3.00 towards Summative Rating, 4.00 Worth 75 %)

SLO Rating: 4.0 (Highly Effective) (Counts 0.4 towards Summative Rating, Worth 09 %)

Growth Rating: 3 (Effective) (Counts 0.33 towards Summative Rating, Worth 11 %)

SLM Rating: 4 (Highly Effective) (Counts 0.2 towards Summative Rating, Worth 05 %)

Teacher Effectiveness Rating: 3.93

I, [redacted], have read and understand this evaluation in its entirety, and I have met with the Evaluator regarding this evaluation.

*Signed On: 2014-10-14*

## Appendix C: Glossary of RISE Terms

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

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

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

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

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

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

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

**Extended Observation:** An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Student Learning:** Student Learning is the second major component of the summative evaluation score (the first is Professional Practice). Student learning is measured by a teacher's individual Indiana Growth Model data (when available), school-wide Indiana Growth Model data, and Student Learning Objectives. These elements of student learning are weighted differently depending on the mix of classes a teacher teaches.

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

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

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

## Appendix D: RISE Forms

### 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: \_\_\_\_\_

Dear Teacher,

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

- 1) What learning objectives (goals) 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?
  
  
  
  
  
  
  
  
  
  
- 5) Please attach the following items for review prior to your scheduled observation:

## Post-Observation Form – Evaluators

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

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

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

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

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

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

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

Action Steps for Teacher Areas of Improvement:

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



## Student Learning Objectives (Goals)

### Class Objective

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
What was the teacher's <b>Class Learning Objective (Goal)</b> ? 5)				

Content Mastery Standard	Number of Students Who Achieved Mastery	Number of Students in Course	Percentage of Students Who Achieved Mastery
6)			

Were there any important changes to the population of students in the targeted class (e.g., attendance problems, significant issues/changes to specific students) that you considered when rating the class objective? If so, state them below.

Based on the above table, the teacher's Class Student Learning Objective (Goal), and your professional judgment, indicate the appropriate performance level

Ineffective

Improvement Necessary

Effective

Highly Effective

*Targeted Objective*

**Targeted Learning Objective**

What was the teacher’s Targeted Objective Learning Goal for the targeted students?

Did the teacher meet this objective?

Met Objective

Did Not Meet Objective

What evidence did you use to determine whether the teacher “surpassed goal or otherwise demonstrated outstanding student mastery or progress?”

Based on the teacher’s Targeted Student Learning Objective, the evidence discussed above, and your professional judgment, indicate the appropriate performance level:

Ineffective

Improvement Necessary

Effective

Highly Effective

### Student Learning Objectives (Goals) Weighted Scores

Objective	Rating (1-4)	Weight	Weighted Rating
Class		50%	
Targeted		50%	

Final Student Learning Objectives Score:

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) Sum of Weighted Ratings = Final Student Learning Objectives Score

**Final Student Learning Objectives (Goals) Score:**

### Final Summative Rating

Identify the group to which the teacher belongs. Then use the TER weight and the locally determined weights for measures of student achievement and growth to calculate the final rating:

Group 1 and Group 2 Teachers (Teacher has individual growth model data for at least one class)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric		X75%	
<b>Individual growth measure</b>		X 11 %	
Student Learning Objectives (Goals)		X 9%	
School-wide Learning Measure*		X 5%	
Sum of the Weighted Scores			

Group 3 Teacher (Teacher has no classes with individual growth model data)			
Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric		X75%	
Student Learning Objectives (Goals)		X 20%	
School-wide Learning Measure*		X 5%	
Sum of the Weighted Scores			

Follow the following formula to calculate by hand:

- 1) Rating \* % Weight = Weighted Rating
- 2) 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.

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

Note: Borderline points always round up.

**Final Summative Rating:**

**Ineffective**

**Improvement Necessary**

**Effective**

**Highly Effective**

**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

# Appendix E: TAG Policy

Book  
Policy Manual

Section  
3000 Professional Staff

Title  
TEACHER APPRECIATION GRANTS

Code  
po3220.01

Status  
Active

Adopted  
July 25, 2017

Last Revised  
September 9, 2024

Prior Revised Dates  
8/19/2019, 8/18/2020, 8/17/2021

Last Approval  
9/9/2024

## 3220.01 - TEACHER APPRECIATION GRANTS

The School Board shall adopt an annual policy concerning the distribution of teacher appreciation grants. This policy shall be submitted to the Indiana Department of Education (IDOE) along with the School Corporation's staff performance evaluation plan online as one (1) document by September 15<sup>th</sup> of each year.

### **Definitions:**

For purposes of this policy, the following definitions apply:

The term "teacher" means a professional person whose position with the Corporation requires a license (as defined in I.C. 20-28-1-7) and whose primary responsibility is the instruction of students.

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

### **Distribution of Annual Teacher Appreciation Grants:**

Teacher appreciation grant funds received by the Corporation shall be distributed to licensed teachers who meet the following criteria:

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

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

The Corporation shall not allocate a percentage of the Teacher Appreciation Grant funds received to provide a supplemental award to each teacher with less than five (5) years of service who is rated as highly effective or effective on the most recent performance evaluation.

- 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 an amount that is twenty-five percent (25%) more than the stipend given the teachers rated as Effective shall be distributed to all teachers in the Corporation who are rated as Highly Effective.

If the Corporation is the local educational agency (LEA) or lead school corporation that administers a special education cooperative or joint services program or a career and technical education program, including programs managed under I.C. 20-26-10, 20-35-5, 20- 37, or I.C. 36-1-7, then it shall award teacher appreciation grant stipends to and carry out the other responsibilities of an employing school corporation under this section for the teachers in the special education program or career and technical education program with respect to the teacher appreciation grant funds it receives on behalf of those teachers.

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. 20-28-9-1.5.

The Corporation 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.

This policy shall be reviewed annually by the Board and shall be submitted to the IDOE annually by the Superintendent as indicated above.

Legal

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5