



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

***SY 2017-18***

**CONTEXT:** Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of 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, including a policy for the distribution of the Teacher Appreciation Grant (TAG), to the department 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, IC 20-43-10-3.5(c)) and regulatory (511 IAC 10-6) requirements.

### **INSTRUCTIONS:**

#### **Completion**

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

#### **Submission**

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

<b>School Corporation Name:</b>	Southwestern Consolidated School District of Shelby County
<b>School Corporation Number:</b>	7360

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	6-7
Objective Measures of Student Achievement and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees evaluations	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> <li>Weighting (broken down by percentage) of student achievement and growth in final summative evaluation for all certificated employees</li> <li>Protocol for including objective measures of student achievement and growth</li> </ul>	7-9
<input type="checkbox"/> Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	Student and/or School Wide Growth data  <b>***Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8***</b>	7-9
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: <ul style="list-style-type: none"> <li>Student Learning Objectives (SLOs)</li> <li>Corporation- or classroom-level student learning measures for non-tested grades and subjects</li> <li>Other student learning measures for non-teaching staff</li> <li>School-wide learning measures (<i>e.g.</i>, A-F accountability grade)</li> </ul>	7-9
<input type="checkbox"/> Student assessment results from locally-developed assessments and other test measures in evaluations for certificated employees	IC 20-28-11.5-4(c)(2)(C) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	<ul style="list-style-type: none"> <li>Student Learning Objectives (SLOs)</li> <li>School-wide learning measures (<i>e.g.</i>, A-F accountability grade)</li> </ul>	7-9
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> <li>Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator</li> <li>Other measures used for evaluations (<i>e.g.</i>, surveys)</li> </ul>	10



Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> <li>Definition of performance categories</li> <li>Summative scoring process that yields placement into each performance category</li> </ul>	10-13
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> <li>Definition of <b>negative impact</b> on student growth for grades and subjects not measured by statewide assessments</li> <li>Description of the process for modifying a final summative rating for negative growth</li> </ul>	10-13
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	<ul style="list-style-type: none"> <li>Summative scoring process that yields placement into each performance category</li> <li>Process for scoring student learning measures</li> <li>Weighting (broken down by percentage) of all evaluation components</li> </ul>	10-13
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	<ul style="list-style-type: none"> <li>Process and timeline for delivering feedback on evaluations</li> <li>Process for linking evaluation results with professional development</li> </ul>	13-14
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	<ul style="list-style-type: none"> <li>Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted</li> <li>Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one</li> </ul>	14

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> <li>• Description of ongoing evaluator training</li> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	14
<input type="checkbox"/> Teachers acting as evaluators ( <i>optional</i> ) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> <li>• Description of who will serve as evaluators</li> <li>• Process for determining evaluators</li> </ul>	14
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description ongoing evaluator training	14
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	14-15
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> <li>• Remediation plan creation and timeframe</li> <li>• Process for linking evaluation results with professional development</li> </ul>	14-15
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	14-15
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	14-15
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	15
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	15



Teacher Appreciation Grant Policy			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The amount of a stipend awarded to a teacher rated as Highly Effective must be at least 25% greater than the amount of a stipend awarded to a teacher rated as Effective	IC 20-43-10-3.5	Process and calculation for differentiating award amounts	16-17
<input type="checkbox"/> The TAG policy may differentiate between school buildings	IC 20-43-10-3.5	Indication of whether amounts will be differentiated between schools within the corporation	16-17
<input type="checkbox"/> The governing body may provide that an amount not exceeding 50% of the amount of a stipend to an individual teacher	IC 20-43-10-3.5	Indication of whether up to 50% of the stipend amount will be added to, and become a permanent part of, the base salary	16-17

## Supporting Documents

The following will be utilized in the evaluation process of teachers and principals at Southwestern CSD of Shelby County:

### Professional Practice Resources:

- RISE 2.0 Handbook at <http://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-2-0-final.pdf>
- Teacher Effectiveness Rubric at <http://www.doe.in.gov/sites/default/files/evaluations/rise-rubric-2-0-final.pdf>
- Professional Development Plan

### Student Learning Resources:

- Student Learning Objectives
- Content Mastery for State Assessments and Common Corporation Assessments

### Principal Evaluation Resources:

- RISE Principal Evaluation Handbook at <http://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-principals.pdf>
- RISE Principal Effectiveness Rubric
- RISE Principal Metrics and Summative Rating Form

Rubrics utilized in the evaluation process of other certified employees may be found in the following:

- Appendix A - Curriculum Director (pages A 1 - 10)
- Appendix B - Reading Recovery (pages B 1 - 11)
- Appendix C - Librarian (pages C 1 - 10)
- Appendix D - Counselor (pages D 1 - 7)
- Appendix E - Superintendent (pages E 1 - )

All observations and evaluations except the superintendent's are documented through Standards for Success.

## **Annual Evaluations**

Source: IC 20-28-11.5-4(c)(1)

Southwestern Consolidated School District will evaluate all teachers and principals utilizing the RISE model. The certificated employees in the school corporation will have a minimum of four observations annually. A minimum of three of the observations will be conducted as 10-15 minute walk-throughs. One observation will be formal (at least 40 minutes in length). Written documentation will be completed following each observation and will include competencies, evidence, and indicators. Upon the completion of any observation, the certificated staff member will receive written feedback within 2 school days through an e-mail. After each formal observation, the administrator will schedule a meeting with the certificated staff



within 5 school days to review and discuss all aspects of the performance to date. All observations, in conjunction with other evidence, will be used to complete the annual certificated staff evaluation. All observation and evaluation documentation will be transmitted to the certificated employee through e-mail utilizing Standards for Success.

- All teachers will be evaluated annually.
- Building administrators will be responsible for completing classroom observations.
  - Elementary School- 22 certificated employees
  - Jr/Sr High School- 24 certificated employees
- Evaluation Schedule
  - 10-15 minute walk-through- September-October
  - 10-15 minute walk-through- November-December
  - Formal observation-November-December
    - Post conference within 5 school days
  - 10-15 minute walk-through- January-February
  - Additional Formal observation, if needed-January-March
    - Post conference within 5 school days
  - Annual RISE evaluations-April

The counselor will be evaluated annually utilizing the Indiana School Counselors' Association model (see Appendix A) by the principals.

The curriculum director will be evaluated by the elementary principal.

The principals will be evaluated by the superintendent utilizing the RISE Principal Evaluation model. The jr./sr high school assistant principal will be evaluated by the jr./sr. high school principal. Like teachers, principals will have a minimum of four observations annually. A minimum of three of the observations will be short and one will be longer observations as indicated above.

The superintendent will be evaluated by the school board annually utilizing the ISBA/IAPSS model. The board will complete the ratings of all indicators in December and again 2nd semester, if requested, for the summative annual evaluation.

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

Source: IC 20-28-11.5-4(c)(2); IC 20 -28-11.5-4(c)(2)(A); 511 IAC 10-6-4(b)(1); IC 20-2811.5-4(c)(2)(B); 511 IAC 10-6-4(b)(2); 511 IAC 10-6-4(b)(3); IC 20-28-11.5-4(c)(2)(C); 511 IAC 10-6-4(b)(2); 511 IAC 10-6-4-(b)(3)

Southwestern Consolidated School District will include student achievement and growth in the evaluation plan of certificated employees. Teachers will be held accountable for student achievement. Student achievement will be measured by:

- ISTEP+ will be examined to determine teacher effectiveness for employees whose primary responsibility is teaching tested subjects

-Third-Eighth Grade

-mCLASS results will be examined to determine teacher effectiveness for employees whose primary responsibility is teaching tested subjects

-Kindergarten-Second Grade

-End of Course Assessments will be examined to determine teacher effectiveness for employees in non-tested subject areas

-Short Cycle Assessments will be used to monitor student achievement in all subject areas as well as Acuity in state tested subjects

-School-wide learning Measures will be used in the overall evaluation of all certificated employees

Evaluators will combine information from both professional practice and student learning to determine a certificated staff member's final evaluation score. Measures of Professional Practice will be determined by the Teacher Effectiveness Rubric. Measures of Student Learning will include Individual Growth Model and School-wide Learning Measures.

To determine the raw score of Individual Growth Model to be used in the summative rating, the district will use a percentage comparable to a Grading Scale. The percentage of students passing the Individual Growth Model (IGM) will determine what score the teacher receives (4, 3, 2, or 1) for the Individual Growth Model piece of the evaluation. To achieve a score of Highly Effective (4), 85-100% of students must show growth on state assessments. A teacher who earns a rating of Effective (3) must have 60-84% of students show growth on state assessments. A teacher who earns a rating of Improvement Necessary (2) has 50-59% of students show growth on state assessments. A teacher who earns a rating of Ineffective (1) has 49% or fewer students show growth on state assessments.

Locally developed assessments will be aligned with Indiana standards for student learning to ensure validity and reliability. Evaluators will review locally developed measures of student learning for rigor and secure administration of assessments.

Group 1 will consist of teachers that have half or more of the classes they teach having state-assessed growth data. This would include most 4<sup>th</sup>-8<sup>th</sup> grade teachers.

Component	Group 1
Teacher Effectiveness Rubric	85%
Individual Growth Model and Student Learning Objectives	10%
School-wide Learning Measures	5%



Group 2 will consist of teachers with less than half, but some, of the classes they teach having growth data. This would include some elementary, middle, and high school teachers.

Component	Group 2
Teacher Effectiveness Rubric	85%
Individual Growth Model and Student Learning Objectives	10%
School-wide Learning Measures	5%

Group 3 will consist of teachers with no classes that have state-assessed growth data. This will include most high school and PK-3<sup>rd</sup> grade teachers and teachers of other subjects not assessed by state assessments.

Component	Group 3
Teacher Effectiveness Rubric	85%
Individual Growth Model and Student Learning Objectives	10%
School-wide Learning Measures	5%

## **Rigorous Measures of Effectiveness**

Source: IC 20-28-11.5-4(c)(3)

Southwestern Consolidated School District will utilize the evaluation tool developed by the Indiana Department of Education for teachers and principals. RISE was developed to support a fair and transparent evaluation of teacher effectiveness. RISE will assist administrators in rating teacher effectiveness by evaluating four domains: planning, instruction, leadership, and core professionalism. As stated in the RISE model, four core principles will be used to successfully implement this evaluation tool. These four core principles include: training and support, accountability, credible distribution, and decision-making

The RISE evaluation tool was developed using research and evidence as examined by the development team. Teaching frameworks and numerous sources were used when developing this evaluation plan.

Building administrators and the superintendent will participate in RISE training that will be provided through the East Educational Service Center. This training will provide support to each administrator in completing the RISE evaluations.

Southwestern Consolidated School District is using Standards for Success to document all observations for all certificated staff except the superintendent. All observation protocol rubrics will include competencies, evidence, and indicators.

Inter-rater reliability will be established through training provided by the Indiana East Central Service Center which follows the regulations developed by the SBOE and the training guidelines established in the evaluation plan. All evaluators have gone through this training at the East Central Service Center.

The indicators in the research-based RISE model will be used to complete all observations for teachers and principals. The indicators in the research-based Indiana School Counselors' Association model will be used to complete all observations for the counselor (see Appendix A). The research-based indicators in the ISBA/IAPSS model will be used to evaluate the superintendent (see Appendix B). And, similar to the RISE rubric, the Curriculum Director's rubric may be found in Appendix C.

## **Designation in Rating Category**

Source: IC 20-28-11.5-4(c)(4) and (6); 511 IAC 10-6-2(c); 511 IAC 10-6-4(c)

Southwestern Consolidated School District will use a summative rating calculation to determine all certificated employee's overall rating. This rating will fall into the categories of Highly Effective, Effective, Improvement Necessary, or Ineffective. The RISE Evaluation System provides for a summative evaluation of certificated staff. At the end of the year, evaluators will review the body of evidence they have collected in order to



calculate a final rating. The summative score will be based in the individual scores of the effectiveness rubrics, Individual Growth Model, Student Learning Objectives, and the School-wide Learning Measures. The weighting of each component's impact will be based on the chart below.

Component	Group 1	Group 2	Group 3	Principals	Supt.
Effectiveness Rubric	85%	85%	85%	50%	70%
Individual Growth Model and Student Learning Objectives	10%	10%	10%	20%	20%
School-wide Learning Measures	5%	5%	5%	30%	10%

The following would be one example of how a teacher's summative rating is determined:

Component	Raw Score	Weight*	Weighted Score
Teacher Effectiveness Rubric	2.6	X 85%	= 2.21
Individual Growth Model Data and Student Learning Objectives	3	X 10%	= 0.3

School-wide Learning Measure	2	X 5%	= 0.1
Sum of the Weighted Scores			2.61

\*Weights come from group 1 chart

Upon the final calculation of a certificated employee's summative rating, the score will determine the final rating.

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

A Highly Effective teacher is one who consistently exceeds expectations both in terms of student achievement as well as professional contribution to the school or corporation. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have exceeded expectations for academic growth.

An Effective teacher is one who consistently meets expectations both in terms of student achievement as well as professional contributions to the school or corporation. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved acceptable rates of academic growth.

An Improvement Necessary teacher is one who has room for growth in meeting expectations for student achievement and professional contribution to the school or corporation. This is a teacher who, as determined by a trained evaluator, Improvement Necessary in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved below acceptable rates of academic growth.

An Ineffective teacher is one who consistently fails to meet expectations for student achievement and professional contribution to the school or corporation. This is a teacher who, as determined by a trained evaluator, has failed to meet expectations in the domains of Planning, Instruction, and Leadership and whose students, in aggregate, have achieved low levels of academic growth.

Certificated staff members having a negative impact of student growth will receive a modified rating. If a teacher negatively affects student growth, the teacher's final summative rating will be modified. A teacher is determined to have "negatively affected student achievement and growth" based on Individual Growth



Model and Student Learning Objectives. This will be determined by administrators upon review of data collected. This data may include student growth data, learning objective data, and overall student performance. It may also be determined by the state indicating the teacher had negative student growth.

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

A teacher preliminarily receiving a rating of Highly Effective or Effective who is found to have negatively affected student achievement and growth will receive a summative rating of no higher than Improvement Necessary. A teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective. If a teacher has a preliminary score of Improvement Necessary and is found to have negatively affected student achievement and growth, the teacher's summative rating will be adjusted to Ineffective.

### **Evaluation Feedback**

Source: IC 20-28-11.5-4(c)(5) and 511 IAC 10-6-5

Southwestern Consolidated School District evaluators will identify areas of improvement for teachers who score in the Improvement Necessary or Ineffective categories upon completion of the yearly summative evaluation. Once these areas are identified, recommendations for improvement will be discussed with the teacher at his or her evaluation conference. If a certificated employee receives a rating of Improvement Necessary or Ineffective the evaluator and the employee will develop a remediation plan of not more than ninety (90) school days 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.

- During the post-conference of formal observations, any areas receiving low ratings will be discussed and recommendations will be given for improvement and the time in which improvement is expected.
- Any areas ranked Improvement Necessary or Ineffective will be targeted for recommendations for improvement for the teacher. The evaluator and the teacher may work together to create the recommendations the teacher will use to improve in the targeted areas of concern.
- Recommendations should be research-based with the intent that accomplishing recommendations will result in an increase in student performance.
- Feedback will be discussed between the teacher and the evaluator during the evaluation conference. If at any time after that conference, the teacher wishes to readdress the areas of improvement needed, the teacher may request a meeting with the evaluator to receive more feedback or to discuss the teacher's options for completing recommended improvements. Additionally, an evaluated employee may request in writing a private conference with the superintendent within five (5) business days to discuss their Ineffective rating.
- The remediation plan will be reviewed after each observation.

- Teachers will be required to present documentation of their efforts to accomplish their recommended improvements within the parameters of the recommendation timeline.

### **Evaluation Plan Discussion**

Source: IC 20-28-11.5-4(e)(1); and IC 20-28-11.5-4(e)(2)

The evaluation plan will be in writing and 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 the teachers' representative.

### **Evaluators**

Source: IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D); IC 20-28-11.5-1(2); IC 20-28-11.5-1(3); 511 IAC 10-6-3

Southwestern Consolidated Schools will have only administrators evaluate certificated employees and will be trained exclusively with trainers trained through the East Central Service Center. The administrators will be trained following the regulations developed by the State Board of Education and the training guidelines established in the RISE evaluation plan. This training will provide support to each administrator in completing the RISE evaluation. The current building administrators and the superintendent have been trained through the East Central Educational Service Center for the teacher RISE training. Additionally, one principal and the superintendent have attended the training provided by the DOE for the principal RISE training.

Evaluators will be monitored through yearly training from Standard for Success or East Central Educational Service Center as needed to ensure fair and effective evaluations.

### **Feedback and Remediation Plans**

Source: IC 20-28-11.5-6(a), (b), and (c)

Southwestern Consolidated School District evaluators will provide written feedback to all evaluated employees and help to develop remediation plans as needed. Within 7 business days from the observation, all evaluated employees will receive documented feedback. Additionally, after long observations, a meeting time will be set within 5 days of receiving feedback to meet with the evaluator to discuss the documentation. One day prior to the summative evaluation meeting, the evaluated employee will receive a printed copy of the evaluation to review before the evaluation meeting. Once these areas are identified, recommendations for improvement will be discussed with the teacher at his or her evaluation conference.

Upon receiving a rating as Ineffective or Improvement Necessary the evaluator and evaluated employee will agree upon another meeting to take place within 5 business days to develop a remediation plan. The evaluated employee and evaluator will use the information gathered from the evaluation tool to begin a plan for improved effectiveness. Ineffective teachers will also be required to engage in professional development activities



specific to their weakness. 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 a certificated employee receives a rating of Improvement Necessary or Ineffective the evaluator and the employee will develop a remediation plan of not more than ninety (90) school days to correct the deficiencies noted in the certificated employee's evaluation.

- During the post-conference of formal observations, any areas receiving low ratings will be discussed and recommendations will be given for improvement and the time in which improvement is expected.
- Any areas ranked Improvement Necessary or Ineffective will be targeted for recommendations for improvement for the teacher. The evaluator and the teacher may work together to create the recommendations the teacher will use to improve in the targeted areas of concern.
- Recommendations should be research-based with the intent that accomplishing recommendations will result in an increase in student performance.
- Feedback will be discussed between the teacher and the evaluator during the evaluation conference. If at any time after that conference, the teacher wishes to readdress the areas of improvement needed, the teacher may request a meeting with the evaluator to receive more feedback or to discuss the teacher's options for completing recommended improvements. Additionally, an evaluated employee may request in writing a private conference with the superintendent within five (5) business days to discuss their Ineffective rating.
- The remediation plan will be reviewed after each observation.
- Teachers will be required to present documentation of their efforts to accomplish their recommended improvements within the parameters of the recommendation timeline.

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

Source: IC 20-28-11.5-7(c) and (d)

Southwestern Consolidated School District will keep records on the summative rating of each teacher in the district. Most teachers are qualified to teach various grade levels or subject areas. If it is noted that a student would be receiving instruction for two consecutive years by two consecutive teachers rated as ineffective, the district will strive to reassign teachers rated as ineffective, when possible. Students' permanent records note which teachers they have received instruction from, so data collected from the permanent records would notify the district if such a situation were to occur. This data will be the basis for teacher reassignment, if necessary.

In cases where it is not possible to reassign a teacher to avoid consecutive years with teachers rated as ineffective, parents would be notified in writing of their child's placement in that particular class. Parents would be given the option to allow their child's placement in such a situation. Parents could pursue alternative options for their child, if they so choose, at their own expense.



# policy

BOARD OF SCHOOL TRUSTEES  
SOUTHWESTERN CONSOLIDATED  
SCHOOL DISTRICT OF SHELBY COUNTY

PROFESSIONAL STAFF  
3220.01/page 1 of 2

## 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 15th 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 it receives as follows:

- A. A cash stipend as determined by the Superintendent shall be distributed to all teachers in the Corporation who are rated as Effective; and
- B. A cash stipend in an amount that is 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. 20-28-9-5.

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.

I.C. 20-18-2-22

I.C. 20-28-1-7

I.C. 20-43-10-3.5

Adopted 8-9-17

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# Appendix A

## Curriculum Director Effectiveness Rubric

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### Domain 1: Learning Communities

#### 1.1 Acknowledges that small learning teams are a primary component of the professional learning community plan

Recognized and/or rewards the accomplishments of teams and improvement efforts (1.1.HE)

Builds a plan with the staff to support ongoing team learning and improvement (1.1.E)

Recognizes the value of team learning, models continuous improvement, and discusses improvement activities in staff meetings (1.1.IN)

Conducts conversations, dialogues, and discussions within the school or division community until team learning and improvement become a shared goal (1.1.I.1)

Communicates that team learning and improvement are essential processes of the school or division at staff meetings (1.1.I.2)

#### 1.2 Creates an organizational structure that supports school-based learning teams and collegial learning

Builds a culture that respects risk-taking, encourages collegial exchange, identifies and resolves conflict, sustains trust, and engages the whole staff as a learning community to improve the learning of all students (1.2.HE)

Works with staff to create a variety of learning teams that strive to attain different goals (1.2.E.1)

Works with staff to create learning teams with clear goals, outcomes (1.2.IN.1)

Creates ad hoc study teams without clear directions or accountability (1.2.I.1)

Facilitates conflict resolution among group members (1.2.E.2)

#### 1.3 Coordinates school faculties and learning teams' focus on attainment of school, division, campus, and tri-campus goals

Expects and recognizes team members for their efforts to implement new instructional procedures and share student learning results (1.3.HE)

Provides models in which teams review student achievement results, identify high-priority learning goals, and identify new instructional procedures that result in increased student learning (1.3.E)

Assesses and diagnoses the current school culture to determine which aspects support continuous improvement (1.3.IN.1)

Uses staff/team meeting to discuss and identify school, division, and campus-wide goals (1.3.I.1)

Links continuous improvement efforts during staff/team meetings by discussing current organizational, division, or campus-wide results and identify new processes that result in improvements (1.3.IN.2)



# Curriculum Director Effectiveness Rubric

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## Domain 2: Leadership

### 2.1 Plans calendars, daily schedules, and provide multiple opportunities to support professional learning

Persists with a regular schedule for collegial interaction in the face of resistance (2.1.HE.1)	Structures the daily/weekly/monthly schedule for regular meeting times during the school or work day for collegial interaction (2.1.E.1)	Uses staff meeting for collegial interaction and sharing (2.1.IN.1)	Does not adapt the structure of the school or division to accommodate collegial learning (2.1.I.1)
Structures time for staff reflection about their learning (2.1.HE.2)	Monitors to ensure the time is used well (2.1.E.2)	Grade level, content area groups, and teams meet throughout the year with the goal of sharing ideas, resources, and curricula (2.1.IN.2)	

### 2.2 Recognizes professional learning as a key strategy for supporting significant improvements

Provides specific, expected student learning outcomes and a descriptive rubric of expected instructional practices connected to school, division, and campus professional learning (2.2.HE)	Creates a clear description of expected instructional practices that result from school, division, and campus professional learning (2.2.E)	Describes general student learning outcomes and explains how school, division, or campus based professional learning supports the improvement goals (2.2.IN)	Schedules professional development events, but does not articulate the rationale or expected results of professional learning (2.2.I)
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### 2.3 Develops knowledge and skills in educational and teacher leaders necessary to lead changes

Builds capacity of school, division, or campus-based staff to apply information about individual and organizational change processes (2.3.HE.1)	Plans, school, division or campus-based professional learning using research concerning organization change processes (2.3.E.1)	Plans school, division, or campus-based professional learning using research about how individuals experience the change process (e.g. Change Management Workshop) (2.3.IN.1)	Does not apply research concerning the individual and/or organizational change process (2.3.I.1)
Coaches internal facilitators to support individuals as they move through changes in school, division, and campus classroom practices (2.3.HE.2)			Uses past experience as the primary source of information for planning (2.3.I.2)

### 2.4 Communicates effectively both verbally and non- verbally

Is recognized for being tactful and for remaining gracious in all situations, including stressful situations (2.4.HE.1)	Maintains poise, composure, and tact in all situations, including stressful situations (2.4.E.1)	Maintains poise, composure, and tact in most situations (2.4.IN.1)	Maintains poise, composure, and tact in some situations (2.4.I.1)
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# Curriculum Director Effectiveness Rubric

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Is consistently respectful and sincere in all communications (2.4.HE.2)	Is respectful and sincere in all communications (2.4.E.2)	Is respectful and sincere in most communications (2.4.IN.2)	Is respectful and sincere in some communications (2.4.I.2)
Consistently demonstrates effective use of language in oral and written communications (2.4.HE.3)	Communicates using correct grammar and spelling (2.4.E.3)	Oral and written communications contain some grammar and spelling errors (2.4.IN.3)	Oral and written communications are uneven, with frequent grammar and spelling errors (2.4.I.3)
Recognizes and demonstrates sensitivity to gender and cultural differences in communication styles and devises strategies to overcome them (2.4.HE.4)	Recognizes and demonstrates sensitivity to gender and cultural differences in communication styles (2.4.E.4)	Recognizes and demonstrates sensitivity to gender and cultural differences in communication styles (2.4.IN.4)	Recognizes sensitivity to gender and cultural differences in communication styles (2.4.I.4)

## 2.5 Is visible, approachable, and available

Consistently responds in a timely, clear, and respectful manner (2.5.HE.1)	Consistently initiates communication and is friendly, polite, and courteous to students, staff, and families (2.5.E.1)	Initiates communication with students, staff, and families (2.5.IN.1)	Does not initiate communication with and is not readily available to students, staff, and families (2.5.I.1)
Consistently initiates dialogic communication and is friendly, polite, and courteous to students, staff, and families (2.5.HE.2)	s consistently visible, available, and approachable during on and off campus events (2.5.E.2)	Is visible, available, and approachable most of the time throughout the school or division (2.5.IN.2)	Is rarely visible or approachable throughout the school or division (2.5.I.2)
Helps others to communicate in a respectful and effective manner verbally or non-verbally (2.5.HE.3)	Frequently responds in a timely, clear, and respectful manner to students, staff, and families (2.5.E.3)	Makes an effort to respond in a timely, clear, and respectful manner to students, staff, and families (2.5.IN.3)	Does not respond in a timely and respectful manner to students, staff, and families (2.5.I.3)
Is consistently visible, available and approachable during on and off campus events, and has established effective interactions with students, staff and families (2.5.HE.4)			Responses often lack clarity and direction (2.5.I.4)

## 2.6 Provides formative and/or summative (if a supervisor) feedback for professional learning often throughout the year based on observation and work performance

Collaborates with teacher to implement strategies to enhance student learning (2.6.HE)	Makes unannounced visits to classrooms that leads into feedback valued by the teacher (2.6.E.1)	Conducts multiple observations (2.6.IN.1)	Only observes and meets with teachers annually (2.6.I.1)
	Provides consistent feedback and ongoing support (2.6.E.2)	Inconsistently provides feedback (2.6.IN.2)	Refrains from giving honest feedback (2.6.I.2)



# Curriculum Director Effectiveness Rubric

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## ~~2.7 Manages school, division, campus, tri-campus and system responsibilities~~

Required forms and documentation are exceptionally well-written and provided in a timely and professional manner (2.7.HE.1)	Responds to requests for forms and required documentation in a timely and professional manner (2.7.E.1)	Responds to requests for forms and required documentation (2.7.IN.1)	Fails to respond in a timely manner to requested forms and required documentation (2.7.I.1)
Ensures that all members of their designated school, and/or division, campus community are cognizant and abide by all division, campus, and system policies, statutes, rules, and procedures (2.7.HE.2)	Is cognizant and abides by school, division, campus, or organizational policies, statutes, rules, and procedures (2.7.E.2)	Is cognizant and abides by school, division, campus, or organizational policies, statutes, rules, and procedures (2.7.IN.2)	Is not cognizant or does not abide by school, division, campus, tri-campus or organizational policies, statutes, rules, and procedures (2.7.I.2)
Takes a leadership role in developing and reviewing division, campus, and system policies and regulations with other colleagues (2.7.HE.3)	Provides information and actively develops and reviews division, campus, and system policies and regulations with other colleagues (2.7.E.3)	Provides information in developing and reviewing division, campus, and system policies and regulations (2.7.IN.3)	Is non-participatory in developing and reviewing division, campus, and system policies and regulations (2.7.I.3)

## 2.8 Effectively recruits and maintains highly qualified staff

Recruits, hires, and supports highly effective staff who share the school or division's vision (2.8.HE.1)	Recruits and hires effective staff who shares the school or division's mission (2.8.E.1)	Hires staff that seem to fit district's educational philosophy (2.8.IN.1)	Makes last minute appointments to vacancies based on candidates who are available (2.8.I.1)
Counsels out or dismisses all ineffective staff, scrupulously following contractual or legal requirements (2.8.HE.2)	Counsels out or dismisses most ineffective staff, carefully following contractual or legal requirements (2.8.E.2)	Tries to dismiss ineffective staff, but is stymied by procedural errors (2.8.IN.2)	Does not initiate dismissal procedures, despite evidence that some staff is ineffective (2.8.I.2)

## Domain 3: Resources

### 3.1 Advocates and/or allocates resources to support job-embedded professional learning in the school or division.

Advocates/allocates resources to create a system of both formal and informal interactions that support professional learning so that staff spends 25% of its time during the workweek in learning and collaboration with colleagues (3.1.HE)	Advocates/allocates resources to support org, division, or campus based professional learning that include regular time within the day for the grade level, content area, or subject matter expert teams to discuss instruction, curriculum, and assessment (3.1.E)	Advocates/allocates resources to support time during the workday for the staff to reflect on student achievement and instructional practices (3.1.IN)	Makes staff aware of professional learning opportunities which require no resources (3.1.I)
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### 3.2 Advocates and/or allocates resources on a small number of high- priority goals



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Works with staff to focus on a small number of high-priority goals and provides resources to support their accomplishment (3.2.HE.1)	Identifies a small number of goals but does not dedicate resources to these goals (3.2.E.1)	Identifies a large number of competing goals, which results in a lack of sufficient resources to accomplish goals (3.2.IN.1)	Does not prioritize goals from among org, division, or campus goals (3.2.I.1)
Ensures resources are not diverted to other competing issues (3.2.HE.2)			

## 3.3 Advocates and/or allocates resources to provide for continuous improvement of school or division staff

Works with staff to create a learning community so that they are supported in their use of new instructional, curricular, assessment and educational strategies (3.3.HE.1)	Allocates resources to support master teachers/instructors or staff, mentors, and instructional coaches who work with staff and learning teams to use new instructional, curricular, assessment or other educational strategies (3.3.E.1)	Allocates resources (time and funding) to support the use of external instructional coaches or experts to work with staff in their work setting to improve instruction or focus on educational improvement activities (3.3.IN.1)	Allocates resources to support staff professional development that consists of attendance at workshops that provide experiences for participants practice with feedback (3.3.I.1)
Supports this program with adequate resources such as time, space, materials, schedules, and funding (3.3.HE.2)	Accesses resources (time and funding) to support the use of external instructional coaches or experts to work with staff in their work areas (3.3.E.2)		

## Domain 4: Data-Driven

### 4.1 Analyzes data on student learning to provide focus for professional learning efforts

Analyzes a variety of student achievement/learning results, as well as other data including discipline referrals, grade/program retention, high school or program completion, and enrollment in advanced courses, to determine school or division improvement/professional learning goals (4.1.HE)	Analyzes a variety of student learning results such as norm-referenced test, student work samples student portfolios, and (org.-wide design tests) to determine school or division improvement and/or professional learning goals (4.1.E.1)	Analyzes student achievement results (norm-referenced and criterion-referenced) to determine school or division improvement/professional learning goals (4.1.IN.1)	Refrains from analyzing any data to determine school or division improvement/professional learning goals (4.1.I.1)
	Ensures that data are disaggregated by race, gender, SES, and special needs (4.1.E.2)		

### 4.2 Develops staff's capacity to use a variety of assessment strategies

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Provides an ongoing, differentiated professional learning program focused on the development and application of a variety of assessment strategies (4.2.HE)

Promotes and supports the use of assessment strategies through the advocacy/allocation of resources that assist the initial practice of new strategies (4.2.E)

Emphasizes the importance of using a variety of assessment strategies during classroom or program observations and conversations with staff (4.2.IN.1)

Provides professional learning focused on the use of a single assessment strategy (4.2.I.1)

Provides time to develop a variety of assessment strategies (4.2.IN.2)

## 4.3 Analyzes and interprets disaggregated student data with educational leaders and staff to determine school, division, or campus improvement and professional learning goals

Works with the whole staff to analyze a variety of disaggregated student learning results to determine school or division improvement goals, plus student and adult learning needs (4.3.HE)

Works with a representative group of staff members to analyze disaggregated student achievement data to determine school or division improvement goals, plus student and adult learning needs (4.3.E)

Analyzes disaggregated student data alone and informs the staff of the results and needs (4.3.IN)

Relies on personal experience and opinion to determine school or division improvement and professional learning goals (4.3.I)

## Domain 5: Professional Learning

### 5.1 Establishes expectations for ongoing professional learning and addresses educator concerns about professional learning

Creates and implements a plan for professional learning based upon analysis of feedback (5.1.HE)

Collects and analyzes educator concerns and feedback on expectations for professional learning (5.1.E)

Communicates expected outcomes of professional learning (5.1.IN.1)

Identifies expectations for educator participation in professional learning (5.1.I.1)

Communicates connections of professional learning to increased student learning (5.1.IN.2)

Identifies the learning outcomes of professional learning opportunities (5.1.I.2)

### 5.2 Offers regular opportunities for educators and educational leaders to apply knowledge and skills introduced/reviewed from professional learning and receive feedback for continuous and sustained improvement

Provides multiple coaching experiences to assist with the implementation of new strategies (e.g. instructional practices) (5.2.HE.1)

Provides professional learning as multiple sessions that build upon previous sessions (5.2.E.1)

Engages in conversations about knowledge and skills gained from professional learning (5.2.IN.1)

Identifies learning opportunities for educators and educational leaders (5.2.I.1)



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Ensures that professional learning provides extensive support over a two-to-three year period, including celebrations of effort and progress (5.2.HE.2)	Schedules multiple professional learning sessions throughout the school or division year, with expectations for implementation between sessions (5.2.E.2)	Engages participants in guided practice during and/or following professional learning sessions (5.2.IN.2)	Provides professional learning as single, stand-alone events (5.2.I.2)
	Identifies needs for revised and subsequent future professional learning sessions (5.2.E.3)	Provides participants with feedback during and/or professional learning sessions (5.2.IN.3)	

## 5.3 Uses various types of evidence to improve the quality of professional learning experiences for educators

Arranges for the collection of student data (test scores, student surveys, interviews, etc.) and classroom or program observations to determine changes in student learning and behaviors (5.3.HE)	Arranges for staff surveys, interviews, and observations to identify changes in classroom or educational practices (5.3.E)	Identifies the changes in staff knowledge and skills that resulted from participation in professional learning (5.3.IN)	Collects information on participant satisfaction for each professional learning session (5.3.I)
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## Domain 6: Research-Based

### 6.1 Prepares educators to be skillful users of educational research

Approaches their own work modeling educational research methodology (6.1.HE)	Communicates interpretations of educational research in large and small groups (6.1.E)	Demonstrates ability to read and interpret educational research (6.1.IN)	Recognizes the need to read and interpret educational research (6.1.I)
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### 6.2 Leads teams of educators and/or educational leaders in methodically identifying desired outcomes and studying research before adopting improvement strategies

Communicates desired outcomes, statement of problem, research (literature) review, improvement process, and research-based conclusions (6.2.HE)	Uses research relevant to the desired outcomes (6.2.E.1)	Locates applicable research directly related to desired outcomes (6.2.IN.1)	Identifies desired outcomes (6.2.I.1)
	Demonstrates understanding of components of a rigorous research methodology (6.2.E.2)	Understands what constitutes reliable and valid research (6.2.IN.2)	Identifies appropriate research (6.2.I.2)
	Works with staff to conduct an extensive review of supporting and contradictory research in relation to desired outcomes (6.2.E.3)	Knows how to interpret results of applicable research (6.2.IN.3)	



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## ~~6.3 Uses action research for improvement of curriculum, instruction, and assessment.~~

Monitors and evaluates Action Plan  
(6.3.HE.1)

Implements Action Plan (6.3.E.1)

Locates applicable research directly related  
to desired outcomes (6.3.IN.1)

Identifies desired outcomes (6.3.I.1)

Revises Action Plan based upon evaluation  
and results (6.3.HE.2)

Knows how to interpret results of applicable  
research (6.3.IN.2)

Develops Action Plan  
based on desired outcomes and applicable  
research (6.3.IN.3)

## Domain 7: Collaboration

### 7.1 Prepares educators to be skillful members of various groups

Coaches educators in the use and  
knowledge/skills related to monitoring and  
adjusting group interaction skills (7.1.HE)

Leads educators in the use and  
knowledge/skills related to monitoring and  
adjusting group interaction skills (7.1.E)

Offers experiences for educators to gain and  
use knowledge and skills related to group  
decision- making, group structures, group  
development, and effective interaction skills  
(7.1.IN)

Participates in opportunities for educators to  
gain knowledge of the stages of group  
development and effective interaction skills  
(7.1.I)

### 7.2 Provides educators with opportunities to learn the skills to determine and understand potential sources of conflict and coaching to productively manage/resolve conflict

Selects and uses appropriate strategies  
related to personal conflict management and  
effective conflict resolution behaviors and  
skills within individual and group interactions  
(7.2.HE.1)

Models strategies related to personal conflict  
management and effective conflict resolution  
behaviors and skills (7.2.E.1)

Identifies multiple resolution strategies  
related to personal conflict management and  
effective conflict resolution behaviors and  
skills (7.2.IN.1)

Participates in opportunities for educators to  
gain knowledge of personal conflict  
management strategies (7.2.I.1)

Provides coaching, observation, and  
feedback sessions to reinforce educators'  
application and refinement of their conflict  
management and resolution skills (7.2.HE.2)

### 7.3 Collaborates with other educators through the use of technology

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Models and coaches other educators to use technology outside of their own generational preference (7.3.HE)	Selects generationally appropriate technology for educators to use technology outside of their own generational preference. collaboration (7.3.E.1)	Identifies attributes of each generation in using technology for collaboration (7.3.IN.1)	Recognizes existence of generational differences in the uses of technology for collaboration (i.e. Baby Boomers, Gen X, Gen Y, Millenials, etc.) (7.3.I.1)
	Uses generationally appropriate technology to support collaboration (7.3.E.2)		

## Domain 8: Equity

### 8.1 Communicates district's high expectations for learning for each student, teacher, and educational leader

Develops, implements and monitors individual/group plans to create a nurturing and successful learning environment for all students (8.1.HE.1)	Accepts no excuses for the lack of achievement by subgroups of students (8.1.E.1)	Articulates the definition and importance of having and communicating high expectations for learning for all students (8.1.IN.1)	Recognizes the importance of having and communicating high expectations for learning for all students (8.1.I.1)
Adjusts school or division schedules, curriculum, and use of staff time to support learning for all students (8.1.HE.2)	Emphasizes developing student effort, persistence, and resiliency (8.1.E.2)	Seeks clarification of underlying assumptions that may impact having and communicating high expectations for learning (i.e. factors such as the role of parents, SES, race, family background, etc.) (8.1.IN.2)	
Expects educators to change classroom practices as needed to support the learning of all students and observes/supports them along the way (8.1.HE.3)	Models the importance of having and communicating high expectations for learning for all students (8.1.E.3)		

### 8.2 Demonstrates respect and appreciation for students and staff and for their cultural backgrounds

Revises and implements plan to increase depth and breadth of cultural awareness and knowledge (8.2.HE.1)	Actively pursues completion of plan to increase cultural awareness and knowledge (8.2.E.1)	Articulates appreciation for different cultural backgrounds of students and staff (8.2.IN.1)	Recognizes the importance of acknowledging and appreciating cultural backgrounds of students and staff (8.2.I.1)
Assists/leads staff in developing investigations, curriculum units, and other activities that recognize the contributions of various cultures (8.2.HE.2)	Participates with staff to develop investigations, curriculum units, and other activities that recognize the contributions of various cultures (8.2.E.2)	Identifies a plan to increase cultural awareness and knowledge (8.2.IN.2)	

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## Domain 9: Quality Teaching

### 9.1 Provide educators with multiple opportunities to develop and expand their deep knowledge of content and instructional methodology

Persists with the goals of deep content knowledge and use of research-based instructional and educational strategies when challenged either internally or externally to alter that goals (9.1.HE.1)

Provides opportunities for the development of content knowledge and use of research-based instructional and educational strategies (9.1.E.1)

Models the use and importance of deep understanding of content knowledge (9.1.IN.1)

Encourages staff to participate in ongoing professional learning experiences that build content knowledge and use of researched-based practices in curriculum, instruction, and assessment (9.1.I.1)

Encourages staff to participate in ongoing, intensive professional learning experiences that build content knowledge and use of research-based instructional strategies (9.1.HE.2)

Models the use and importance of research-based instructional strategies at staff meetings, committee meetings, and school or division wide events (9.1.E.2)

Models researched-based practices in curriculum, instruction, and assessment instructional strategies (9.1.IN.2)

Observes the use of research based practices through classroom observations and conversation with staff (9.1.IN.3)

### 9.2 Utilizes professional learning opportunities to teach classroom assessment skills that allow educators to regularly monitor gains in student learning

Persists with the goal to use a variety of assessments when challenged, either internally or externally, to alter that goal within the context of the student learning improvement (9.2.HE)

Promotes the use of assessment strategies through formal evaluations, public recognition for implementation efforts (9.2.E.1)

Models the use and stresses the importance of a variety of assessment strategies at staff meetings, committee meetings, and school or division wide events (9.2.IN.1)

Provides ongoing professional learning focused on the use of a variety of assessment strategies (9.2.I.1)

Emphasizes the importance of using a variety of assessment strategies during classroom or program observations and conversations with staff (9.2.E.2)

Observes initial practice of new strategies and provides specific feedback (9.2.IN.2)

Provides time to develop a variety of assessment strategies (9.2.I.2)

Provides an ongoing, differentiated professional learning program focused on the development and application of a variety of assessment strategies (9.2.IN.3)



# Appendix B

## Southwestern Reading Recovery Effectiveness Rubric

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## DOMAIN 1: PURPOSEFUL PLANNING

### 1.1 Utilize Assessment Data To Plan

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 (1.1.HE)

Teacher uses prior assessment data to formulate achievement goals AND lesson plans (1.1.E)

Teacher uses prior assessment data to formulate achievement goals OR lesson plans, but not both (1.1.IN)

Teacher rarely or never uses prior assessment data when planning. (1.1.I)

### 1.2 Set Ambitious And Measurable Achievement Goals

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.2.HE.1)

Teacher develops a student achievement goal that is: (1.2.E.1)

Teacher develops a student achievement goal that: (1.2.IN.1)

Plans for students to make accelerated progress in order to be successful in the classroom (1.2.HE.2)

Aligned to student needs (1.2.E.2)

May not include benchmarks to help monitor learning and inform the intervention program (1.2.IN.2)

Teacher rarely or never develops achievement goals OR goals are developed, but are extremely general and not helpful for planning purposes (1.2.I.2)

Includes benchmarks to help monitor learning and inform interventions throughout the student's intervention program (1.2.E.3)

Does not include benchmarks to help monitor learning and inform interventions throughout the program (1.2.IN.3)

Is measurable (1.2.E.4)

### 1.3 Develop Research Based Unit Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.3.HE.1)

Based on achievement goals, the teacher plans lessons by: (1.3.E.1)

Based on achievement goals, the teacher plans lessons that: (1.3.IN.1)

Creates lesson plans that include all components of the Reading Recovery lesson framework and lead to success on the Observation Survey assessment (1.3.HE.2)

Demonstrating flexibility  
Analyzing running records and anecdotal records daily to inform lesson plans (1.3.E.2)

May not demonstrate flexibility and may not utilize an analysis of running records and anecdotal records (1.3.IN.2)

There is little to no evidence that teacher plans lessons based on on-going assessments and student needs (1.3.I.2)

# Southwestern Reading Recovery Effectiveness Rubric

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Uses sensitive and systematic observation to follow the needs of the student (1.3.HE.3)	Adjusting pacing in order to provide opportunities for each student to use what he/she knows to become fluent and flexible (1.3.E.3)	Does not adjust pace of lesson series so that student can work successfully at an independent level (1.3.IN.3)
	Identifying strategies each student needs to be successful (1.3.E.4)	

## 1.4 Create Objective-Driven Lesson Plans And Assessments

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.4.HE.1)	Based on unit plan, teacher plans daily lessons by: (1.4.E.1)	Based on unit plan, teacher plans daily lessons but: (1.4.IN.1)	
Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction (1.4.HE.2)	Designing lesson components that are meaningful or relevant (1.4.E.2)	Does not plan lesson components that are meaningful or relevant (1.4.IN.2)	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus not "in tune" with student's needs (1.4.I.2)
Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary, and uses all assessments to directly inform instruction (1.4.HE.3)	Uses formative assessments that measure progress towards mastery and inform instruction (1.4.E.3)	Does not use formative assessments to measure progress towards mastery or inform instruction. (1.4.IN.3)	
	Identifying lesson objectives that are aligned to individual student needs (1.4.E.4)		
	Matching instructional strategies and activities/assignments to the lesson objectives (1.4.E.5)		

## 1.5 Track Student Data And Analyze Progress

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (1.5.HE.1)	Teacher uses an effective data tracking system but: (1.5.E.1)	Teacher uses an effective data tracking system but: (1.5.IN.1)	
Uses daily checks for understanding for additional data points (1.5.HE.2)	Analyzing student progress towards mastery and planning future lessons/units accordingly (1.5.E.2)	Does not use data to analyze student progress towards mastery or to plan future lessons/units (1.5.IN.2)	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system (1.5.I.2)
Updates tracking system daily (1.5.HE.3)	Fully analyzes running records and lesson notes daily (1.5.E.3)	Does not record student progress (1.5.IN.3)	

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Uses data analysis of student progress to drive lesson planning for the following day (1.5.HE.4)

Recording student assessment/ progress data (1.5.E.4)

## DOMAIN 2: EFFECTIVE INSTRUCTION

### 2.1 Develop Student Understanding And Self-Extending System

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.1.HE.1)

Teacher scaffolds instruction so that students understand why they are learning what they are learning (2.1.E.1)

Teacher prompts and/or modeling is ineffective (2.1.IN.1)

Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection (2.1.HE.2)

Opportunities are provided for student to construct meaning through conversation with teacher. Teacher prompts for use of balanced sets of information, but keeps primary focus on meaning (2.1.E.2)

Teacher prompts and/or modeling is ineffective (2.1.IN.2)

Teacher does not engage students in meaningful conversation or provide scaffolding for students to make connections (2.1.I.2)

Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students development of a self-extending system (2.1.E.3)

Lesson generally does not build on prior knowledge of students or students fail to make this connection (2.1.IN.3)

There may be no effort to connect objective to prior knowledge of students (2.1.I.3)

Lesson is well-organized to move students towards development of a self-extending system (2.1.E.4)

Organization of the lesson may not always be connected to the goal of the student developing a self-extending system (2.1.IN.4)

Lesson is disorganized and does not lead to goal of student developing a self-extending system (2.1.I.4)

### 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (2.2.HE.1)

Teacher demonstrates content knowledge and delivers content that is factually correct (2.2.E.1)

Teacher delivers content that is factually correct (2.2.IN.1)

Teacher may deliver content that is factually incorrect (2.2.I.1)

Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.2)

Content is clear, concise and well-organized (2.2.E.2)

Content occasionally lacks clarity and is not as well-organized as it could be (2.2.IN.2)

Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.2)



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Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.3)	Teacher restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)	Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)	Teacher continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.3)
Explanations spark student excitement and interest in the content (2.2.HE.4)	Teacher emphasizes key points or main ideas in content (2.2.E.4)	Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	Teacher does not emphasize main ideas, and students are often confused about content (2.2.I.4)
Students participate in each other's learning of content through collaboration during the lesson (2.2.HE.5)	Teacher uses developmentally appropriate language and explanations (2.2.E.5)	Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	Teacher fails to use developmentally appropriate language (2.2.I.5)
Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.6)	Teacher implements relevant instructional strategies learned via professional development (2.2.E.6)	Teacher does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	Teacher does not implement new and improved instructional strategies learned via professional development (2.2.I.6)

## 2.3 Engage Students In Academic Content

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)	The student is actively engaged in content and is rarely off-task (.E.1)	The student is sometimes engaged in content and is off-task frequently (.IN.1)	The student is rarely engaged in content and is mostly off-task (.I.1)
Teacher provides ways to engage with content that significantly promotes student mastery of the objective (.HE.2)	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (.E.2)	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (.IN.2)	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 (.I.2)
Teacher provides differentiated ways of engaging with content specific to individual student needs (.HE.3)	Ways of engaging with content reflect different learning modalities or intelligences (.E.3)	Teacher may miss opportunities to provide ways of differentiating content for student engagement (.IN.3)	Teacher does not differentiate instruction to target different learning modalities (.I.3)
The lesson progresses at an appropriate pace so that students are never disengaged (.HE.4)	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that the student is engaged (.E.4)	The teacher's attempt to modify instruction for the student is limited or not always effective (.IN.4)	The teacher makes no effort to adjust instruction for a struggling student (.I.4)
Teacher effectively integrates technology as a tool to engage students in academic content (.HE.5)	ELL and IEP students have the appropriate accommodations to be engaged in content (.E.5)	ELL and IEP students are sometimes given appropriate accommodations to be engaged in content (.IN.5)	ELL and IEP students are not provided with the necessary accommodations to engage in content (.I.5)
	Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (.E.6)	Students may appear to actively listen, but are not active problem solvers (.IN.6)	Students do not actively listen and are overtly disinterested in engaging. (.I.6)

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## 2.4 Check For Understanding

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)

Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) (.E.1)

Teacher sometimes checks for understanding of content, but misses several key moments (.IN.1)

Teacher rarely or never checks for understanding of content, or misses nearly all key moments (.I.1)

Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (.HE.2)

Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the student's understanding (.E.2)

Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the student's understanding (.IN.2)

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 (.I.2)

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 (.HE.3)

Teacher uses wait time effectively both after posing a question and before helping students think through a response (.E.3)

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 (.IN.3)

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. (.I.3)

Teacher allows time for and expects independent problem solving (.E.4)

Teacher tends to tell and repeat instead of encouraging problem solving (.IN.4)

Teacher frequently misses opportunities to encourage independent problem solving (.I.4)

Teacher systematically assesses student's mastery of the objective(s) at the appropriate times during each lesson through formal or informal assessments (.E.5)

Teacher may occasionally assess student mastery during lessons through formal or informal assessments. (.IN.5)

Teacher rarely or never assesses for mastery during the lesson (.I.5)

## 2.5 Modify Instruction As Needed

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)

Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding f (.E.1)

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 (.IN.1)

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 (.I.1)

Teacher anticipates student misunderstandings and preemptively addresses them (.HE.2)

Teacher responds to misunderstandings with effective scaffolding techniques (.E.2)

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 (.IN.2)

Teacher only responds to misunderstandings by using teacher-driven scaffolding techniques (.I.2)

Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (.HE.3)

Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (.E.3)

Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (.IN.3)

Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding (.I.3)



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Teacher does not interact enough with the student (.I.4)

## 2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)

Lesson is accessible and challenging (.E.1)

Lesson is not always accessible or challenging (.IN.1)

Lesson is not aligned with developmental level of students (may be too challenging or too easy) (.I.1)

Lesson is accessible and challenging to the student (.HE.2)

Teacher frequently develops higher-level understanding through effective questioning (.E.2)

Some questions used may not be effective in developing higher-level understanding (too complex or confusing) (.IN.2)

Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. (.I.2)

Students are able to answer higher-level questions with meaningful responses (.HE.3)

Lesson pushes the student forward due to differentiation of instruction based on each student's level of understanding (.E.3)

Lesson is not appropriately challenging (.IN.3)

Teacher does not differentiate instruction based on students' level of understanding. (.I.3)

Students pose higher-level questions to the teacher (.HE.4)

Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher questions in a way that makes student think and act (.E.4)

Teacher is inconsistent in asking student to problem solve (.IN.4)

Lesson is almost always teacher directed. (.I.4)

Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great (.HE.5)

Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks (.E.5)

Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying (.IN.5)

Teacher gives up on students easily and does not encourage them to persist through difficult tasks (.I.5)

Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. reading to others, sharing writing with others) (.HE.6)

## 2.7 Maximize Instructional Time

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)

Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher (.HE.2)

Reading Recovery lessons last for 30 minutes (.E.2)

Reading Recovery lasts less than 30 minutes (.IN.2)

Teacher is frequently unavailable for class (.I.2)



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Students are always engaged in meaningful work (.HE.3)	Routines, transitions, and procedures are well- executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher (.E.3)	Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed (.IN.3)	There are few or no evident routines or procedures in place (.I.3)
Students share responsibility for operations and routines and work well together with teacher to accomplish these tasks (.HE.4)	Students are only ever not engaged in meaningful work for brief periods of time (.E.4)	There is more than a brief period of time when students are left without meaningful work to keep them engaged (.IN.4)	There are significant periods of time in which students are not engaged in meaningful work (.I.4)
The student is on-task and follow instructions of teacher without much prompting (.HE.5)	Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective (.E.5)	Teacher may delegate lesson time inappropriately between parts of the lesson (.IN.5)	Teacher wastes significant time between parts of the lesson (.I.5)
Disruptive behaviors and off task conversations are rare; When they occur, they are always addressed without major interruption to the lesson (.HE.6)	The student is on-task and follow instructions of teacher without much prompting (.E.6)	Significant prompting from the teacher is necessary for students to follow instructions and remain on task (.IN.6)	Even with significant prompting, students frequently do not follow directions and are off task (.I.6)
	Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson. (.E.7)	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. (.IN.7)	Disruptive behaviors and off task conversations are common and frequently cause the teacher to have to make adjustments to the lesson (.I.7)

## 2.8 Create Classroom Culture Of Respect And Collaboration

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)	Students are respectful of their teacher (.E.1)	Students are generally respectful of their teacher, but may occasionally act out or need to be reminded of classroom norms (.IN.1)	Students are frequently disrespectful of teacher as evidenced by discouraging remarks or disruptive behavior (.I.1)
There is a warm and friendly interaction between the student and teacher (.HE.2)	Students are given opportunities to collaborate with the teacher. The teacher provides an appropriate level of support and support (.E.2)	Students are given opportunities to collaborate with the teacher, but may not be taking on responsibility for themselves (.IN.2)	The teacher does not collaborate with the student (.I.2)
	Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior (.E.3)	Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both (.IN.3)	Teacher rarely or never praises positive behavior (.I.3)
	Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions (.E.4)	Teacher does not "tune in" to where student is (.IN.4)	Teacher rarely or never addresses negative behavior (.I.4)
			Student has no opportunity to feel successful (.I.5)

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## 2.9 Set High Expectations For Academic Success

For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following: (.HE.1)

Teacher sets high expectations for students of all levels (.E.1)

Teacher may set high expectations for some, but may be inconsistent in asking child to problem solve (.IN.1)

Teacher rarely or never sets high expectations for students (.I.1)

Student comments and actions demonstrate that they are excited about their work and understand why it is important (.HE.2)

Students are invested in their work and value academic success as evidenced by their effort and quality of their work (.E.2)

Students are generally invested in their work, but may occasionally spend time off task or give up when work is challenging (.IN.2)

Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off task, or refuse to attempt assignments (.I.2)

Student is aware of successful problem solving (.HE.3)

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) (.E.3)

Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give up easily) (.IN.3)

Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher (.I.3)

Teacher celebrates and praises academic work. Teacher accepts the student's efforts, even those partially right (.E.4)

Teacher rarely or never praises academic work or good behavior (.I.4)

Good news is shared with child's classroom teacher and/or parent (.E.5)

Successful problem solving is not celebrated (.I.5)

## DOMAIN 3: TEACHER LEADERSHIP

### 3.1 Contribute To School Culture

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.1.HE.1)

Teacher will: (3.1.E.1)

Teacher does not: (3.1.IN.1)

Seek out leadership roles (3.1.HE.2)

Dedicate time efficiently, when needed, to helping students and peers outside of class (3.1.E.2)

Frequently dedicate time to help students and peers efficiently outside of class (3.1.IN.2)

Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers. (3.1.I.2)

Go above and beyond in dedicating time for students and peers outside of class (3.1.HE.3)

Contribute ideas and expertise to further the school's mission and initiatives (3.1.E.3)

### 3.2 Collaborate With Peers

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At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.2.HE.1)	Teacher will: (3.2.E.1)	Teacher does not: (3.2.IN.1)	
Go above and beyond in seeking out opportunities to collaborate (3.2.HE.2)	Ask for assistance, when needed, and provide assistance to others in need (3.2.E.2)	Seek to provide other teachers with assistance when needed (3.2.IN.2)	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. (3.2.I.2)
Coach peers through difficult situations (3.2.HE.3)	Seek out and participate in regular opportunities to work with and learn from others (3.2.E.3)	Regularly seek out opportunities to work with others (3.2.IN.3)	
Take on leadership roles within collaborative groups such as Professional Learning Communities (3.2.HE.4)			

## 3.3 Seek Professional Skills And Knowledge

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.3.HE.1)	Teacher will: (3.3.E.1)	Teacher does not: (3.3.IN.1)	
Regularly share newly learned knowledge and practices with others (3.3.HE.2)	Actively pursue opportunities to improve knowledge and practice (3.3.E.2)	Actively pursue optional professional development opportunities (3.3.IN.2)	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 (3.3.I.2)
Seek out opportunities to lead professional development sessions (3.3.HE.3)	Seek out ways to implement new practices into instruction, where applicable (3.3.E.3)	Seek out ways to implement new practices into instruction (3.3.IN.3)	
	Welcome constructive feedback to improve practices (3.3.E.4)	Accept constructive feedback well (3.3.IN.4)	
	Attend all mandatory professional development opportunities (3.3.E.5)		

## 3.4 Advocate For Student Success

At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: (3.4.HE.1)	Teacher will (3.4.E.1)	Teacher does not: (3.4.IN.1)	
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Display commitment to the education of all the students in the school (3.4.HE.2)	Advocate for students' individualized needs (3.4.E.2)	Advocate for students' needs (3.4.IN.2)	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs. (3.4.I.2)
Make changes and take risks to ensure student success (3.4.HE.3)	Display commitment to the education of all his/her students (3.4.E.3)  Attempt to remedy obstacles around student achievement (3.4.E.4)		

## 3.5 Engage Families In Student Learning

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: (3.5.HE.1)	Teacher will: (3.5.E.1)	Teacher does not: (3.5.IN.1)	
Strives to form relationships in which parents are given ample opportunity to participate in student learning (3.5.HE.2)	Proactively reach out to parents in a variety of ways to engage them in student learning (3.5.E.2)	Proactively reach out to parents to engage them in student learning (3.5.IN.2)	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents. (3.5.I.2)
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events (3.5.HE.3)	Respond promptly to contact from parents (3.5.E.3)  Engage in all forms of parent outreach required by the school (3.5.E.4)		

## DOMAIN 4: CORE PROFESSIONALISM

### 4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences* (4.1.M)	Individual has not demonstrated a pattern of unexcused absences (4.1.DNM)
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### 4.2 On Time Arrival

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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) (4.2.M)

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) (4.2.DNM)

## 4.3 Policies And Procedures

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) (4.3.M)

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) (4.3.DNM)

## 4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (4.4.DNM)

## Domain 1: Purposeful Planning

### 1.1 Demonstrating Knowledge Of Literature And Current Trends In Library Practice And Information Technology

Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology. (1.1.HE.1)

School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology. (1.1.E.1)

School librarian demonstrates limited knowledge of literature and current trends in practice and information technology. (1.1.IN.1)

School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology. (1.1.I.1)

- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students. (1.1.HE.2)

- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media. (1.1.E.2)

- Librarian reads journals to learn about current trends. (1.1.IN.2)

### 1.2 Establishing And Successfully Implementing Goals For The School Library Program Appropriate To The Setting And The Students Served

School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. (1.2.HE.1)

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. (1.2.E.1)

School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. (1.2.IN.1)

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. (1.2.I.1)

-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met. (1.2.HE.2)

-The goal for the program is communicated with appropriate stakeholders. (1.2.E.2)

- The goal for the program is established but not communicated with appropriate stakeholders. (1.2.IN.2)

### 1.3 Demonstrating Knowledge Of Resources, Both Within And Beyond The School And District

School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. (1.3.HE)

School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. (1.3.E)

School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. (1.3.IN)

School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program. (1.3.I)



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## 1.4 Developing And Implementing A Plan To Evaluate The Library Program

School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. (1.4.HE.1)

School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. (1.4.E.1)

School librarian has a rudimentary plan to evaluate the library program. (1.4.IN.1)

School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important. (1.4.I.1)

- The librarian proactively responds to the evidence of the evaluation. (1.4.HE.2)

## 1.5 Establishing A Culture For Investigation And Love Of Literature

In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature. (1.5.HE)

In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature. (1.5.E)

School librarian goes through the motions of performing the work of the position, but without any real commitment to it. (1.5.IN)

School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required. (1.5.I)

## 1.6 Establishing And Maintaining Library Procedures

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation. (1.6.HE)

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly. (1.6.E)

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically. (1.6.IN)

Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion. (1.6.I)

## 1.7 Organize Physical Space To Enable Smooth Flow

School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting. (1.7.HE)

School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. (1.7.E)

School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users. (1.7.IN)

School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. (1.7.I)

## 1.8 Maintaining And Extending The Library Collection In Accordance With The Schools' Needs And Within Budget Limitations

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School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind. (1.8.HE)

School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind. (1.8.E)

School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind. (1.8.IN)

School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind. (1.8.I)

## Domain 2: Effective Instruction

### 2.1 Creating An Environment Conducive To Learning

Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development. (2.1.HE)

Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students. (2.1.E)

Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students. (2.1.IN)

Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict. (2.1.I)

### 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

School librarian is highly effective at demonstrating and clearly communicating content knowledge to students. (2.2.HE.1)

School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. (2.2.E.1)

School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct (2.2.IN.1)

School librarian is ineffective at demonstrating and clearly communicating content knowledge to students. (2.2.I.1)

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.2.HE.2)

- Content is clear, concise and well-organized (2.2.E.2)

- Content occasionally lacks clarity and is not as well organized as it could be (2.2.IN.2)

- Librarian may deliver content that is factually incorrect (2.2.I.2)

- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding (2.2.HE.3)

- Librarian restates and rephrases instruction in multiple ways to increase understanding (2.2.E.3)

- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding (2.2.IN.3)

- Explanations may be unclear or incoherent and fail to build student understanding of key concepts (2.2.I.3)



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- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest (2.2.HE.4)	- Librarian emphasizes key points or main ideas in content (2.2.E.4)	- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways (2.2.IN.4)	- Librarian continues with planned instruction, even when it is obvious that students are not understanding content (2.2.I.4)
- Explanations spark student excitement and interest in the content (2.2.HE.5)	- Librarian uses developmentally appropriate language and explanations (2.2.E.5)	- Explanations sometimes lack developmentally appropriate language (2.2.IN.5)	- Librarian does not emphasize main ideas, and students are often confused about content (2.2.I.5)
- Students participate in each others' learning of content through collaboration during the lesson (2.2.HE.6)	- Librarian implements relevant instructional strategies learned via professional development (2.2.E.6)	- Librarian does not always implement new and improved instructional strategies learned via professional development (2.2.IN.6)	- Librarian fails to use developmentally appropriate language (2.2.I.6)
- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level (2.2.HE.7)			

## 2.3 Engage Students In Academic Content

Librarian is highly effective at engaging students in academic content. (2.3.HE.1)	Librarian is effective at engaging students in academic content. (2.3.E.1)	Librarian needs improvement at engaging students in academic content. (2.3.IN.1)	Librarian is ineffective at engaging students in academic content. (2.3.I.1)
For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.3.HE.2)	-More than 3/4 of students are actively engaged in content at all times and not off-task (2.3.E.2)	- Fewer than 3/4 of students are engaged in content and many are off-task (2.3.IN.2)	- Fewer than 1/2 of students are engaged in content and many are off-task (2.3.I.2)
- Librarian provides ways to engage with content that significantly promotes student mastery of the objective (2.3.HE.3)	-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective (2.3.E.3)	- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content (2.3.IN.3)	- 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 (2.3.I.3)
- Librarian provides differentiated ways of engaging with content specific to individual student needs (2.3.HE.4)	- Librarian sustains the attention of the class by maintaining a dynamic presence (2.3.E.4)	- Librarian may miss opportunities to provide ways of differentiating content for student engagement (2.3.IN.4)	- Librarian does not differentiate instruction to target different learning modalities (2.3.I.4)
- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do (2.3.HE.5)	- Ways of engaging with content reflect different learning modalities or intelligences (2.3.E.5)	- 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 (2.3.IN.5)	- 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 (2.3.I.5)

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| <ul style="list-style-type: none"> <li>- Librarian effectively integrates technology as a tool to engage students in academic content (2.3.HE.6)</li> </ul> | <ul style="list-style-type: none"> <li>- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged (2.3.E.6)</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content (2.3.E.7)</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement) (2.3.E.8)</li> </ul> | <ul style="list-style-type: none"> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging (2.3.IN.6)</li> </ul> | <ul style="list-style-type: none"> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content (2.3.I.6)</li> </ul> |
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## 2.4 Check For Understanding

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|---|---|--|--|
| <p>School librarian is highly effective at checking for understanding. (2.4.HE.1)</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.4.HE.2)</p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof) (2.4.HE.3)</li> <li>- Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher- order thinking (2.4.HE.4)</li> </ul> | <p>School librarian is effective at checking for understanding. (2.4.E.1)</p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of the class's understanding (2.4.E.2)</li> <li>- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly (2.4.E.3)</li> <li>- Librarian uses a variety of methods to check for understanding (2.4.E.4)</li> <li>- Librarian uses wait time effectively both after posing a question and before helping students think through a response (2.4.E.5)</li> <li>- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students (2.4.E.6)</li> </ul> | <p>School librarian needs improvement at checking for understanding. (2.4.IN.1)</p> <ul style="list-style-type: none"> <li>- Librarian sometimes checks for understanding of content, but misses several key moments (2.4.IN.2)</li> <li>- Librarian mostly gets an accurate "pulse" of the class's understanding, but may not gain enough information to modify the lesson accordingly (2.4.IN.3)</li> <li>- Librarian may not use a variety of methods to check for understanding when doing so would be helpful (2.4.IN.4)</li> <li>- Librarian may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content (2.4.IN.5)</li> <li>- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students (2.4.IN.6)</li> </ul> | <p>School librarian is ineffective at checking for understanding. (2.4.I.1)</p> <ul style="list-style-type: none"> <li>- Librarian rarely or never checks for understanding of content, or misses nearly all key moments (2.4.I.2)</li> <li>- Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson (2.4.I.3)</li> <li>- Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer (2.4.I.4)</li> <li>- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students (2.4.I.5)</li> <li>- Librarian rarely or never assesses for mastery at the end of the lesson (2.4.I.6)</li> </ul> |
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- Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples) (2.4.E.7)

- 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 (2.4.IN.7)

## 2.5 Modify Instruction As Needed

School librarian is highly effective at modifying instruction as needed. (2.5.HE.1)

School librarian is effective at modifying instruction as needed. (2.5.E.1)

School librarian needs improvement at modifying instruction as needed. (2.5.IN.1)

School librarian is ineffective at modifying instruction as needed. (2.5.I.1)

For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: (2.5.HE.2)

- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students (2.5.E.2)

- 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 (2.5.IN.2)

- 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 (2.5.I.2)

- Librarian anticipates student misunderstandings and preemptively addresses them (2.5.HE.3)

- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs (2.5.E.3)

- 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 (2.5.IN.3)

- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques (2.5.I.3)

- Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement (2.5.HE.4)

- Librarian responds to misunderstandings with effective scaffolding techniques (2.5.E.4)

- Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding (2.5.IN.4)

- Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding (2.5.I.4)

- Librarian doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful (2.5.E.5)

## 2.6 Maximize Instructional Time

School librarian is highly effective at maximizing instructional time. (2.6.HE.1)

School librarian is effective at maximizing instructional time. (2.6.E.1)

School librarian needs improvement at maximizing instructional time. (2.6.IN.1)

School librarian is ineffective at maximizing instructional time. (2.6.I.1)

For Level 4, all of the evidence listed under Level 3 is present, as well as the following: (2.6.HE.2)

- Routines, transitions, and procedures are well executed. (2.6.E.2)

- Routines, transitions, and procedures are in place. (2.6.IN.2)

- There are few or no evident routines or procedures in place. (2.6.I.2)

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- All students are on-task and follow instructions of Librarian without much prompting (2.6.HE.3)	- Almost all students are on- task and follow instructions of librarian without much prompting (2.6.E.3)  - Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson (2.6.E.4)	- Significant prompting from the librarian is necessary for students to follow instructions and remain on task (2.6.IN.3)  - 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 (2.6.IN.4)	- Even with significant prompting, students frequently do not follow directions and are off-task (2.6.I.3)  - Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson (2.6.I.4)  - Classroom management is generally poor and wastes instructional time (2.6.I.5)
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## 2.7 Assisting Students In The Use Of Technology In The Media Center

School librarian proactively initiates sessions to assist students and teachers in the use of technology. (2.7.HE)	School librarian institutes sessions to assist students and teachers in the use of technology. (2.7.E)	School librarian assists students and teachers in the use of technology when specifically asked to do so. (2.7.IN)	School librarian declines to assist students and teachers in the use of technology. (2.7.I)
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## 2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school. (2.8.HE)	School librarian initiates collaboration with classroom teachers in the design of instructional lessons. (2.8.E)	School librarian collaborates with classroom teachers in the design of instructional lessons. (2.8.IN)	School librarian declines to collaborate with classroom teachers in the design of instructional lessons. (2.8.I)
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## 2.9 Engaging Students In Enjoying Literature And In Learning Multiple Literacy Skills

Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. (2.9.HE)	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. (2.9.E)	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials. (2.9.IN)	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. (2.9.I)
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## Domain 3: Leadership

### 3.1 Contribute To School Culture



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School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class. (3.1.HE)

School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class. (3.1.E)

School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers. (3.1.IN)

School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers. (3.1.I)

## 3.2 Collaborate With Peers

School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities. (3.2.HE)

School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need. (3.2.E)

School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others. (3.2.IN)

School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player. (3.2.I)

## 3.3 Establishing, Evaluating, And Maintaining Library Procedures In Regards To Staffing, Student Or Parent Volunteers

Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures. (3.3.HE)

Library assistants, students, or parent/community volunteers are clear as to their roles. (3.3.E)

Library assistants, students, or parent/community volunteers are partially successful. (3.3.IN)

Library assistants, students, or parent/community volunteers are confused as to their role. (3.3.I)

## 3.4 Advocate For Student Success

School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs. (3.4.HE)

School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs. (3.4.E)

School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs. (3.4.IN)

School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs. (3.4.I)

## 3.5 Preparing And Submitting Reports And Budgets

School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. (3.5.HE)

School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. (3.5.E)

School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time. (3.5.IN)

School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late (3.5.I)

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## 3.6 Communicating With The Larger Community

School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit. (3.6.HE)

School librarian engages in outreach efforts to parents and the larger community. (3.6.E)

School librarian makes sporadic efforts to engage in outreach to parents or the larger community. (3.6.IN)

School librarian makes no effort to engage in outreach to parents or the larger community. (3.6.I)

## 3.7 Participating In A Professional Community

School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events. (3.7.HE)

School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts. (3.7.E)

School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested. (3.7.IN)

School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects. (3.7.I)

## 3.8 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. (3.8.HE)

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. (3.8.E)

School librarian's participation in professional development activities is limited to those that are mandatory. (3.8.IN)

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. (3.8.I)

## Domain 4: Core Professionalism

### 4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences. (4.1.M)

Individual demonstrates a pattern of unexcused absences. (4.1.DNM)

### 4.2 On Time Arrival

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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). (4.2.M)

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). (4.2.DNM)

## 4.3 Policies And Procedures

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.) (4.3.M)

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.) (4.3.DNM)

## 4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.M)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner. (4.4.DNM)



## Domain 1: Academic Achievement

### 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. (1.1.HE)

The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration. (1.1.E)

The school counselor monitors student achievement but does not utilize the data to enhance student success. (1.1.IN)

The school counselor does not monitor academic achievement. (1.1.I)

### 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. (1.2.HE)

The school counselor regularly engages in professional development. (1.2.E)

The school counselor sporadically engages in professional development. (1.2.IN)

The school counselor does not engage in professional development. (1.2.I)

### 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 all students in identifying short-term and long-term goals and in developing appropriate action plans. (1.3.HE)

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. (1.3.E)

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. (1.3.IN)

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. (1.3.I)

### 1.4 The School Counselor Engages All Students In Problem Solving, Critical Thinking, And Other Activities.

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The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.HE)

The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.E)

The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.IN)

The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions. (1.4.I)

## 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. (1.5.HE)

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. (1.5.E)

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. (1.5.IN)

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. (1.5.I)

## 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 all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities. (1.6.HE)

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. (1.6.E)

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. (1.6.IN)

The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options. (1.6.I)

## Domain 2: Student Assistance Services

### 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.



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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. (2.1.HE)

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. (2.1.E)

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. (2.1.IN)

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. (2.1.I)

## 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. (2.2.HE)

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. (2.2.E)

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. (2.2.IN)

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. (2.2.I)

## 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. (2.3.HE)

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. (2.3.E)

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. (2.3.IN)

The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals. (2.3.I)

## 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 appreciation of diversity, ethnicity, and culture. (2.4.HE)

The school counselor takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.E)

The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture. (2.4.IN)

The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students. (2.4.I)

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## Domain 3: Career Development

### 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. (3.1.HE)

The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used. (3.1.E)

The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards. (3.1.IN)

The school counselor does not facilitate age-appropriate career development. (3.1.I)

### 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. (3.2.HE)

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. (3.2.E)

The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized. (3.2.IN)

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. (3.2.I)

### 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. (3.3.HE)

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. (3.3.E)

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. (3.3.IN)

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. (3.3.I)

### 3.4 The School Counselor Collaboratively Analyzes Data, Utilizes Research Based Interventions And Develops Programming



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## ~~To Assist Students In Acquiring The Attitudes, Knowledge, And Skills Necessary For Lifelong Learning And Career Readiness.~~

The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.HE)

The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.E)

The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.IN)

The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness. (3.4.I)

## Domain 4: Professional Leadership

### 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. (4.1.HE)

Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community. (4.1.E)

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. (4.1.IN)

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. (4.1.I)

### 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. (4.2.HE)

The school counselor provides consistent and effective leadership in the school counseling program and the school. (4.2.E)

The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style. (4.2.IN)

The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community. (4.2.I)

### 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.

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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. (4.3.HE)

The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. (4.3.E)

The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others. (4.3.IN)

The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders. (4.3.I)

## 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. (4.4.HE)

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. (4.4.E)

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. (4.4.IN)

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. (4.4.I)

## 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. (4.5.HE)

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. (4.5.E)

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. (4.5.IN)

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. (4.5.I)

## 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.



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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. (4.6.HE)

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. (4.6.E)

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. (4.6.IN)

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. (4.6.I)

# Appendix E

## Superintendent Rubric

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



	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>	<p>Employees throughout the corporation are empowered to do their jobs.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees are not utilized in leadership roles within the organization.</p>	The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment.
1.5	<b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Informal and formal positive feedback is linked to corporation goals.</p>	The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance.	<p>The superintendent provides the minimum required formal feedback to the administrative team.</p> <p>Informal feedback is occasionally provided.</p>	The superintendent provides no informal or formal feedback to the administrative team.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.					
2.1	<p>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</p>	<p>The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis.</p> <p>The superintendent systematically examines data to find strengths and weaknesses.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data analysis is regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data.</p>	<p>The superintendent does not utilize data to make decisions.</p>
2.2	<p>The superintendent demonstrates evidence of student improvement through student achievement results.</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each sub group.</p> <p>Data analysis from prior years indicates that the superintendent has focused on improving performance. The superintendent aggressively establishes continuous growth standards moving performance to the exemplary level.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each sub group of students.</p>	<p>Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals.</p>	<p>The superintendent takes no responsibility for the data outcomes.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to improve student achievement.</p>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent regularly surveys and seeks support from all stakeholders in the school corporation in regards to improvement of student achievement.	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for effective organizational leadership.</b>					
3.1	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior	The superintendent does not display appropriate professional behavior.
3.2	The superintendent organizes time and prioritizes tasks for effective leadership.	<p>The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation.</p> <p>The superintendent incorporates project management skills along with a systems-thinking, as well as detailed, follow-up procedures to ensure that effective corporation decisions are made.</p>	<p>The organization skills of the superintendent allows for some innovations, some time to engage in leadership activities and minimal collaboration with people at all levels.</p> <p>Most tasks are managed and completed by the superintendent on a timely basis.</p>	Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time.	<p>Tasks are managed in a haphazard fashion.</p> <p>There is little or no evidence of established or achieved milestones or deadlines.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.</b>					
4.1	<b>The superintendent actively engages in communication with parents and community.</b>	<p>There is clear evidence of communication with parents and the community.</p> <p>Survey data is utilized to measure parents and community members viewpoints of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation.</p>	<p>There is some evidence of communication with parents and the community.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships and has built some collaborative relationships.</p> <p>The superintendent assumes leadership roles in community organizations.</p>	<p>School/community communications are not initiated by the superintendent.</p> <p>The superintendent rarely seeks or creates meaningful partnerships or collaborative relationships.</p> <p>The superintendent occasionally participates in community organizations but does not become actively involved.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that parent and community activities are conducted.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
4.2	<b>The superintendent forges consensus for change and improvement throughout the school corporation.</b>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>The superintendent guides others through change and addresses resistance to that change.</p> <p>The superintendent systemically monitors, implements and sustains the strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>The superintendent directs change and improvement processes securing the allies necessary to support the change effort. .</p> <p>The superintendent monitors, implements and sustains the strategies for change.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Areas of change that are identified as needing consensus has yet to implement a process for change and improvement.</p> <p>Strategies for change are not implemented and unsuccessful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation.</p>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3	The superintendent understands the role of the superintendent in engaging the public in controversial issues.	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy.</p>	<p>The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy.</p>	The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school community with limited success.	The superintendent fails to resolve conflicts or forge consensus within the school community.
4.4	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school members routinely, using a variety of methods.	The superintendent communicates with all school board members periodically.	The superintendent communicates with selected school board members only on an emergency basis.	The superintendent has minimal communication with the school board outside of meetings.
4.5	The superintendent encourages open communication and dialogue with school board members.	<p>The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	The superintendent seeks input and feedback from all school board members on a frequent basis.	The superintendent seeks input and feedback from only a few school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.6	The superintendent provides the school board with a written agenda and background material before each board meeting.	<p>The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals.</p> <p>Complete and thorough background material is provided so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals.</p> <p>Adequate background material is provided to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals.</p> <p>Limited background material is provided.</p>	The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.					
5.1	<p><b>The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student.</b></p>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data.</p>	<p>The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>Limited data sources are used to develop goals which are not focused or measurable.</p> <p>Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data.</p>	<p>The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance.</p> <p>No data sources are used to develop goals.</p> <p>The superintendent does not establish expectations or provide the necessary support for the disaggregation of data.</p>
5.2	<p><b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b></p>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p> <p>These rigorous academic goals are shared throughout the school community through multiple communication systems.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation’s programs.</p> <p>Approved goals by the board are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities.</p> <p>There are some goals established but none that were approved by the board.</p>	<p>The superintendent has no goals and no school improvement priorities established for the corporation.</p>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students.
5.4	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent does not set expectations or provide resources for administrators to regularly communicate with families on ways to facilitate their children's learning at school and home.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
6.1	<p><b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b></p>	<p>Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions.</p> <p>Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from various sources are referenced in all decisions.</p> <p>Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced</p>	<p>A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data.</p> <p>Data, from limited sources are referenced in some decisions.</p> <p>Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced.</p>	<p>Data is rarely used for decisions.</p> <p>Most decisions are made based on personal viewpoints or what is popular at the time.</p>
6.2	<p><b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b></p>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent consistently utilizes technology within his/her daily responsibilities.</p> <p>The superintendent demonstrates effort toward serving as a model for technology implementation.</p>	<p>The superintendent occasionally utilizes technology within his/her daily responsibilities.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>	<p>The superintendent has limited use of technology within his/her daily responsibilities.</p> <p>The superintendent does not serve as a model for technology implementation.</p>
6.3	<p><b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b></p>	<p>The superintendent ensures there are updated procedures in place to address the safety of students and staff.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff.</p> <p>The superintendent routinely provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Periodic reviews of these procedures are in place.</p>	<p>The superintendent has minimal procedures in place to address the safety of students and staff.</p> <p>The superintendent provides minimal opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>There are occasional, unscheduled reviews of these procedures.</p>	<p>The superintendent has no procedures in place to address the safety of students and staff.</p> <p>The superintendent provides no opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.4	The superintendent provides responsible fiscal stewardship.	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, c.g., grants, donations, and community resources.</p>	<p>The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities.</p> <p>Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities.</p>	<p>The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities.</p> <p>Minimal data is produced to support reallocated resources.</p>	The superintendent does not demonstrate sound, fiscal stewardship.
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and generally adheres to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.