

# Indiana Superintendent Effectiveness Rubric (v.2020)

Printed September 7, 20:

## Domain 1: Human Resource Manager (20.00%)

### 1.1 The superintendent effectively recruits, hires, assigns, and retains school leaders

Highly Effective	Effective	Improvement Necessary	Ineffective
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	The superintendent routinely considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader	The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, promoting, or retaining the leader	The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, assigning, promoting or retaining the leader
The superintendent consistently considers school or corporation goals when making personnel decisions	The superintendent routinely considers school or corporation goals when making personnel decisions	The superintendent occasionally considers school or corporation goals when making personnel decisions	The superintendent does not consider school or corporation goals when making personnel decisions

### 1.2 The superintendent creates a professional development system for school leaders based on strengths and needs

Highly Effective	Effective	Improvement Necessary	Ineffective
The superintendent has in place a system of professional development that is based on individual administrator needs	Some effort has been made to provide professional development to meet the needs of individual administrators	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.	Professional development is typically "one size fits all," and there is little or no evidence of providing for individual administrator needs
The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators			

### 1.3 The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities

Highly Effective	Effective	Improvement Necessary	Ineffective
The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role	The superintendent has provided some training to an emerging school leader	There is no evidence of effort to develop any leadership skills in others

Administrators throughout the corporation refer to the superintendent as a mentor

#### 1.4 The superintendent provides evidence of delegation and trust in subordinate leaders

##### Highly Effective

Employees throughout the corporation are empowered to do their jobs

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

The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership

##### Effective

There is a clear pattern of delegated decisions, with authority to match responsibility at most every level in the school corporation

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

##### Improvement Necessary

The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others

##### Ineffective

The superintendent does not delegate or afford subordinates the opportunity to exercise independent judgment

#### 1.5 The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance

##### Highly Effective

The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team on a consistent basis

The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition

The superintendent balances individual recognition with team and corporation-wide recognition

Informal and formal positive feedback is linked to corporation goals

##### Effective

The superintendent provides regular formal feedback to the administrative team and provides informal feedback to reinforce effective and highly effective performance

##### Improvement Necessary

The superintendent provides the minimum required formal feedback to the administrative team. Informal feedback is occasionally provided

##### Ineffective

The superintendent provides no informal or formal feedback to the administrative team

### Domain 2: Instructional Leadership (12.00%)

2.1 The superintendent demonstrates the use of student achievement data to make instructional leadership decisions

**Highly Effective**

The superintendent can specifically document examples of decisions throughout the corporation that have been made on the basis of data analysis

The superintendent has coached school administrators to improve their data analysis skills

**Effective**

The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments in data analysis

The superintendent systematically examines data to find strengths and weaknesses

The superintendent empowers teaching and administrative staff to determine priorities from data

Data analysis is regularly the subject of faculty meetings and professional development sessions

**Improvement Necessary**

The superintendent is aware of state, corporation, and school results but few decisions have been linked to the data

**Ineffective**

The superintendent does not utilize data to make decisions

2.2 The superintendent demonstrates evidence of student improvement through student achievement results

**Highly Effective**

A consistent record of improved student achievement exists on multiple indicators of student success

Student success occurs not only on the overall averages, but in each sub group

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

**Effective**

The superintendent reaches the targeted performance goals for student achievement

The average of the student population improves, as does the achievement of each sub group of students

**Improvement Necessary**

Some evidence of improvement exists, but in general, there is lack of meeting student achievement goals

**Ineffective**

The superintendent takes no responsibility for the data outcomes

The superintendent does not believe that student achievement can improve

The superintendent has not taken decisive action to improve student achievement

2.3 The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement

**Highly Effective**

The superintendent regularly surveys and

**Effective**

The superintendent frequently seeks input

**Improvement Necessary**

The superintendent rarely seeks input from

**Ineffective**

The superintendent seeks no input from

seeks support from all stakeholders in the school corporation in regards to improvement of student achievement

from various stakeholders in matters related to the improvement in student achievement

various stakeholders in matters related to the improvement in student achievement

various stakeholders and makes all decisions related to the improvement in student achievement in isolation

### Domain 3: Personal Behavior (8.00%)

3.1 The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others

#### Highly Effective

The superintendent is an exemplary model of appropriate professional behavior and expects like treatment

#### Effective

On a regular basis the superintendent displays appropriate professional behavior

#### Improvement Necessary

Occasionally the superintendent has not displayed appropriate professional behavior

#### Ineffective

The superintendent does not display appropriate professional behavior

3.2 The superintendent organizes time and prioritizes tasks for effective leadership

#### Highly Effective

The organization skills of the superintendent support innovative and creative activities that involve all of the leadership stakeholders in the corporation

#### Effective

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

#### Improvement Necessary

Tasks are managed using lists of milestones and deadlines, but periodically, not completed on time

#### Ineffective

Tasks are managed in a haphazard fashion

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

Most tasks are managed and completed by the superintendent on a timely basis

There is little or no evidence of established or achieved milestones or deadlines

### Domain 4: Building Relationships (24.00%)

4.1 The superintendent actively engages in communication with parents and community

#### Highly Effective

There is clear evidence of communication with parents and the community

#### Effective

There is some evidence of communication with parents and the community

#### Improvement Necessary

School/community communications are not initiated by the superintendent

#### Ineffective

The superintendent does not identify groups and potential partners within the community

Survey data is utilized to measure parents and community members viewpoints of educational objectives

The superintendent uses relationships and school/community partnerships to affect

The superintendent seeks out and creates new opportunities for meaningful

The superintendent rarely seeks or creates meaningful partnerships or collaborative

The superintendent fails to ensure that parent and community activities are

community-wide change that improves both the community and work of the school corporation

partnerships and has built some collaborative relationships

relationships

conducted

The superintendent manages an ever broadening portfolio of partnerships and collaborations that support the strategic plan of the school corporation

The superintendent assumes leadership roles in community organizations

The superintendent occasionally participates in community organizations but does not become actively involved

The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation

#### 4.2 The superintendent forges consensus for change and improvement throughout the school corporation

##### Highly Effective

##### Effective

##### Improvement Necessary

##### Ineffective

The superintendent uses effective strategies to achieve a consensus for change and improvement

The superintendent uses effective strategies to work toward a consensus for change and improvement

The superintendent occasionally identifies areas where consensus is necessary

The superintendent fails to forge consensus for change

The superintendent guides others through change and addresses resistance to that change

The superintendent directs change and improvement processes securing the allies necessary to support the change effort

Areas of change that are identified as needing consensus has yet to implement a process for change and improvement

Fails to identify areas in which agreement and/or consensus is necessary

The superintendent systemically monitors, implements and sustains the strategies for change

The superintendent monitors, implements and sustains the strategies for change

Strategies for change are not implemented and unsuccessful in securing cooperation

Rarely or never develops a process for change and/or improvement

Rarely or never seeks feedback or secures cooperation

#### 4.3 The superintendent understands the role of the superintendent in engaging the public in controversial issues

##### Highly Effective

##### Effective

##### Improvement Necessary

##### Ineffective

The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school community

The superintendent resolves conflicts and forges consensus within the school community in a constructive and respectful manner

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

The superintendent consistently encourages open dialogue, considers diverse points of view, and expects the administrative team to mentor this philosophy

The superintendent frequently encourages open dialogue, considers diverse points of view, and often expects the administrative team to mentor this philosophy

#### 4.4 The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation

##### Highly Effective

##### Effective

##### Improvement Necessary

##### Ineffective

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

##### **Highly Effective**

*The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged*

The superintendent engages in open discussion with the school board on a consistent basis

##### **Effective**

The superintendent seeks input and feedback from all school board members on a frequent basis

##### **Improvement Necessary**

The superintendent seeks input and feedback from only a few school board members

##### **Ineffective**

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

##### **Highly Effective**

The superintendent creates an agenda that prioritizes items related to student achievement and corporation goals

Complete and thorough background material is provided so that the board can make an informed decision

##### **Effective**

The superintendent creates an agenda that routinely focuses on student achievement issues and corporation goals

Adequate background material is provided to allow the board to make an informed decision

##### **Improvement Necessary**

The superintendent creates an agenda that occasionally includes items related to student achievement and corporation goals

Limited background material is provided

##### **Ineffective**

The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material

### **Domain 5: Culture of Achievement (16.00%)**

#### 5.1 The superintendent empowers building leaders to set rigorous academic and behavior expectations for every student

##### **Highly Effective**

The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance

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

##### **Effective**

The superintendent guides the administrative team in an annual analysis of school and corporation performance

Required data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals

##### **Improvement Necessary**

The superintendent provides minimal direction for the administrative team in an annual analysis of school and corporation performance

Limited data sources are used to develop goals which are not focused or measurable

##### **Ineffective**

The superintendent provides no direction for the administrative team in an annual analysis of school and corporation performance

No data sources are used to develop goals

goals

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

General expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data

Some expectations are established and limited resources and occasional supports are provided to support the disaggregation of data

The superintendent does not establish expectations or provide the necessary support for the disaggregation of data

## 5.2 The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement

### Highly Effective

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

The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board

These rigorous academic goals are shared throughout the school community through multiple communication systems

### Effective

The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporation's programs

Approved goals by the board are shared and available for the entire community

### Improvement Necessary

The superintendent has occasionally made some reference to academic goals and school improvement priorities

There are some goals established but none that were approved by the board

### Ineffective

The superintendent has no goals and no school improvement priorities established for the corporation

## 5.3 The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems

### Highly Effective

The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs

### Effective

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

### Improvement Necessary

The superintendent establishes general expectations and resources are not allocated on the basis of any identified needs of students

### Ineffective

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

### Highly Effective

The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly

### Effective

The superintendent sets general expectations and provides adequate resources for administrators to regularly

### Improvement Necessary

The superintendent sets minimal expectations and provides occasional resources for administrators to engage

### Ineffective

The superintendent does not set expectations or provide resources for administrators to regularly communicate

engage all families in facilitating their children's learning at school and home

engage families in facilitating their children's learning at school and home

families in facilitating their children's learning at school and home

with families on ways to facilitate their children's learning at school and home

**Domain 6: Organizational, Operational, and Resource Management (20.00%)**

6.1 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

**Highly Effective**

Decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data

Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions

Numerous examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced

**Effective**

Most decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data

Data, from various sources are referenced in all decisions

Several examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced

**Improvement Necessary**

A few decisions that are made are neither by consensus nor by leadership mandate, but are consistently based on the data

Data, from limited sources are referenced in some decisions

Minimal examples of practices that have been changed, discontinued, and/or initiated based on data analysis can be produced

**Ineffective**

Data is rarely used for decisions

Most decisions are made based on personal viewpoints or what is popular at the time

6.2 The superintendent demonstrates personal proficiency in technology implementation and utilization

**Highly Effective**

The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives

The superintendent serves as a model for technology implementation

**Effective**

The superintendent consistently utilizes technology within his/her daily responsibilities

The superintendent demonstrates effort toward serving as a model for technology implementation

**Improvement Necessary**

The superintendent occasionally utilizes technology within his/her daily responsibilities

There is little or no evidence of the superintendent taking a personal initiative to learn new technology

**Ineffective**

The superintendent has limited use of technology within his/her daily responsibilities

The superintendent does not serve as a model for technology implementation

6.3 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)

**Highly Effective**

The superintendent ensures there are updated procedures in place to address the safety of students and staff

The superintendent ensures staff is properly

**Effective**

The superintendent ensures there are procedures in place to address the safety of students and staff

The superintendent routinely provides

**Improvement Necessary**

The superintendent has minimal procedures in place to address the safety of students and staff

The superintendent provides minimal

**Ineffective**

The superintendent has no procedures in place to address the safety of students and staff

The superintendent provides no



trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services

Periodic reviews of these procedures are in place and necessary actions are taken to address operational deficiencies

opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services

Periodic reviews of these procedures are in place

opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services

There are occasional, unscheduled reviews of these procedures

opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services

#### 6.4 The superintendent provides responsible fiscal stewardship

##### Highly Effective

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

Data is produced and shared with all stakeholders which reflect the positive impact of reallocated resources in achieving strategic priorities

The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources

##### Effective

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

Data is produced which reflect the positive impact of reallocated resources in achieving strategic priorities

##### Improvement Necessary

The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities

Minimal data is produced to support reallocated resources

##### Ineffective

The superintendent does not demonstrate sound, fiscal stewardship

#### 6.5 The superintendent demonstrates compliance with legal requirements

##### Highly Effective

The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements

##### Effective

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

##### Improvement Necessary

The superintendent has limited knowledge of legal standards and/or board policy requirements and occasionally adheres to those standards and requirements

##### Ineffective

The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements

### Domain 7: Core Professionalism (Special Weighting)

#### 7.1 Attendance

##### Meets Standard

##### Does Not Meet

**Standard**

Individual has not demonstrated a pattern of unexcused absences

Individual demonstrates a pattern of unexcused absences

7.2 On-Time Arrival

**Meets  
Standard**

**Does  
Not  
Meet  
Standard**

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)

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)

7.3 Policies and Procedures

**Meets  
Standard**

**Does  
Not  
Meet  
Standard**

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)

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)

7.4 Respect

**Meets  
Standard**

**Does  
Not  
Meet  
Standard**

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

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

## GARY COMMUNITY SCHOOL CORPORATION

### DEANS, BEHAVIORAL SPECIALISTS, COUNSELORS CASE MANAGERS, NURSES

#### **I Domain 5: Core Professionalism (Special Weighting)**

##### 5.1 Attendance

###### **Meets Standard**

Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (5.1.MS)

##### 5.2 On-Time Arrival

###### **Meets Standard**

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) (5.2.MS)

##### 5.3 Policies and Procedures

###### **Meets Standard**

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.) (5.3.MS)

##### 5.4 Respect

###### **Meets Standard**

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (5.4.MS)

###### **Does Not Meet Standard**

Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (5.1.DNMS)

###### **Does Not Meet Standard**

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) (5.2.DNMS)

###### **Does Not Meet Standard**

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.) (5.3.DNMS)

###### **Does Not Meet Standard**

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (5.4.DNMS)

## Teacher Evaluation Rubric

### DOMAIN 1: PURPOSEFUL PLANNING (10%)

Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful unit system for tracking student progress as well as plans for accommodations and changes in response to a la

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)
1.1	<b>Utilize Assessment Data to Plan</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<p>Teacher uses prior assessment data to formulate:</p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, OR lesson plans but not all of the above</li> </ul>
1.2	<b>Set Ambitious and Measurable Achievement Goals</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Plans an <u>ambitious</u> annual student achievement goal</li> </ul>	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> <li>- Measurable.</li> <li>- Aligned to content standards; AND</li> <li>- Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	<p>Teacher develops an annual student achievement goal that is:</p> <ul style="list-style-type: none"> <li>- Measurable</li> </ul> <p><b>The goal may not:</b></p> <ul style="list-style-type: none"> <li>- Align to content standards, OR</li> <li>- Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>
1.3	<b>Develop Standards-Based Unit Plans and Assessments</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</li> </ul>	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> <li>- Creating assessments before each unit begins for backwards planning</li> <li>- Allocating an instructionally appropriate amount of time for each unit</li> </ul>	<p>Based on achievement goals, teacher plans units by:</p> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Create assessments before each unit begins for backwards planning</li> <li>- Allocate an instructionally appropriate amount of time for each unit</li> </ul>

1.4	<b>Create Objective-Driven Lesson Plans and Assessments</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards.</li> <li>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Design assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction.</li> </ul>
1.5	<b>Track Student Data and Analyze Progress</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system that appropriately aligns with student learning goals</li> </ul>

## Teacher Evaluation Rubric

### DOMAIN 2: EFFECTIVE INSTRUCTION (75%)

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.1:</b>  <b>Develop student understanding and mastery of lesson objectives</b>	Teacher is highly effective at developing student understanding and mastery of lesson objectives	Teacher is effective at developing student understanding and mastery of lesson objectives	Teacher needs improvement at developing student understanding and mastery of lesson objectives	Teacher is ineffective at developing student understanding and mastery of lesson objectives
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  - Students can explain what they are learning and why it is important, beyond repeating the stated objective  - Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection	- Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson  - Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms  - Importance of the objective is explained so that students understand why they are learning what they are learning  - Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students  - Lesson is well-organized to move students towards mastery of the objective	- Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable  - Objective is stated, but not in a student-friendly manner that leads to understanding  - Teacher attempts explanation of importance of objective, but students fail to understand  - Lesson generally does not build on prior knowledge of students or students fail to make this connection  - Organization of the lesson may not always be connected to mastery of the objective	- Lesson objective is not stated  - Teacher does not explain the importance of the objective  - Lesson does not build on prior knowledge of students or students fail to make this connection  - Lesson is not well-organized to move students towards mastery of the objective

**Notes:**

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



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

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.3:</b>	Teacher is highly effective at engaging students in academic content	Teacher is effective at engaging students in academic content	Teacher needs improvement at engaging students in academic content	Teacher is ineffective at engaging students in academic content
<b>Engage students in academic content</b>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off task</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>- ELL and IEP students are sometimes given appropriate accommodations to be engaged in content</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content</li> <li>- Teacher may not provide ways of engaging students that promote mastery of content</li> <li>- Teacher may not provide ways of differentiating content for student engagement</li> <li>- Many students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective</li> <li>- ELL and IEP students are not given appropriate accommodations to be engaged in content</li> <li>- Students appear to be disinterested in engaging</li> </ul>

**Notes:**

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.4:</b>  <b>Check for Understanding</b>	<p>Teacher is highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<p>Teacher needs improvement at checking for understanding</p> <ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content, but misses several key moments</li> <li>- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.</li> </ul>	<p>Teacher is ineffective at checking for understanding</p> <ul style="list-style-type: none"> <li>- Teacher rarely checks for understanding of content, and misses most key moments</li> <li>- Teacher uses only one type of check for understanding, and is often unsuccessful in capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher does not provide enough wait time before helping with an answer or moving forward with content</li> <li>- Teacher does not cycle back to students who "opt-out" of checks for understanding</li> <li>- Teacher does not assess student mastery at the end of the lesson</li> </ul>

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Inef
<p><b>Competency 2.5:</b></p> <p><b>Modify Instruction As Needed</b></p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>Teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</li> </ul>	<p>Teacher needs improvement at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</li> <li>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</li> </ul>	<p>Teach need</p> <ul style="list-style-type: none"> <li>- Teacher instru and a incre;</li> <li>- Teacher by us</li> <li>- Teacher to res is not</li> </ul>

Notes:

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>Competency 2.6:</b>  <b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b>	Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work	Teacher is effective at developing a higher level of understanding through rigorous instruction and work	Teacher needs improvement at developing a higher level of understanding through rigorous instruction and work	Teacher is ineffective at developing a higher level of understanding through rigorous instruction and work
	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i>  - Lesson is accessible and challenging to all students  - Students are able to answer higher-level questions with meaningful responses  - Students pose higher-level questions to the teacher and to each other  - Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great  - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g., extra credit or enrichment assignments)	- Lesson is accessible and challenging to almost all students  - Teacher frequently develops higher-level understanding through effective questioning  - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding  - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning  - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks	- Lesson is not always accessible or challenging for students  - Some questions used may not be effective in developing higher-level understanding (too complex or confusing)  - Lesson pushes some students forward, but misses other students due to lack of differentiation based on students' level of understanding  - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate  - Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying	- Lesson is not accessible or challenging for students  - Teacher does not use effective questioning to develop higher-level understanding (too complex or confusing)  - Lesson does not push students forward  - While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate  - Teacher does not encourage students to work hard, but may not persist in efforts to have students keep trying

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Inc
<p><b>Competency 2.7:</b></p> <p><b>Maximize Instructional Time</b></p>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance)</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<p>Teacher is effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students arrive on-time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<p>Teacher needs improvement at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Some students consistently arrive late (unexcused) for class without consequences</li> <li>- Class may consistently start a few minutes late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- There is more than a brief period of time when students are left without meaningful work to keep them engaged</li> <li>- Teacher may delegate lesson time inappropriately between parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.</li> </ul>	<p>Tea ins</p> <p>- Si (un</p> <p>- Tr</p> <p>- Tr pro abc sig tim</p> <p>- Tr wh me</p> <p>- Tr par ma</p> <p>- E fre tas</p> <p>- D cor cat adj</p>

Notes:

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



Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p><b>Competency 2.8:</b></p> <p><b>Create Classroom Culture of Respect and Collaboration</b></p>	<p>Teacher is highly effective at creating a classroom culture of respect and collaboration</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</li> <li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves</li> </ul>	<p>Teacher is effective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers</li> <li>- Students are given opportunities to collaborate and support each other in the learning process</li> <li>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>- Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions</li> </ul>	<p>Teacher needs improvement at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms</li> <li>- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>	<p>Teacher is ineffective at creating a classroom culture of respect and collaboration</p> <ul style="list-style-type: none"> <li>- Students are disrespectful of their teacher and peers</li> <li>- Students are not given opportunities to collaborate and support each other in the learning process</li> <li>- Teacher does not reinforce positive character and behavior and does not use consequences appropriately to discourage negative behavior</li> <li>- Teacher does not have a good rapport with students, and does not show genuine interest in their thoughts and opinions</li> </ul>

Notes:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ine
<b>Competency 2.9:</b>  <b>Set High Expectations for Academic Success</b>	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Tea exp
	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress</li> <li>- Students demonstrate high academic expectations for themselves</li> <li>- Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sets high expectations for students of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by their effort and quality of their work</li> <li>- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>- Teacher celebrates and praises academic work.</li> <li>- High quality work of all students is displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may set high expectations for some, but not others</li> <li>- Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging</li> <li>- Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily)</li> <li>- Teacher may praise the academic work of some, but not others</li> <li>- High quality work of a few, but not all students, may be displayed in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Te exp</li> <li>- St lac exa tas</li> <li>- St cha dis per</li> <li>- Te wo</li> <li>- H dis</li> </ul>

**Note:**

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)
3.1	<b>Contribute to School Culture</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Seek out leadership roles</li> <li>- Go above and beyond in dedicating time for students and peers outside of class</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Contribute occasional ideas and expertise to further the school's mission and initiatives</li> </ul> <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> <li>- Frequently dedicates time to help students and peers efficiently outside of class</li> </ul>
3.2	<b>Collaborate with Peers</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Go above and beyond in seeking out opportunities to collaborate</li> <li>- Coach peers through difficult situations</li> <li>- Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Seek out and participate in regular opportunities to work with and learn from others</li> <li>- Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Participate in occasional opportunities to work with and learn from others</li> <li>- Ask for assistance when needed</li> </ul> <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> <li>- Seek to provide other teachers with assistance when needed OR</li> <li>- Regularly seek out opportunities to work with others</li> </ul>
3.3	<b>Seek Professional Skills and Knowledge</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others</li> <li>- Seek out opportunities to lead professional development sessions</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction, where applicable</li> <li>- Welcome constructive feedback to improve practices</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Attend all mandatory professional development opportunities</li> </ul> <p>Teacher may <i>not</i>:</p> <ul style="list-style-type: none"> <li>- Actively pursue optional professional development opportunities</li> <li>- Seek out ways to implement new practices into instruction</li> <li>- Accept constructive feedback well</li> </ul>

3.4	<b>Advocate for Student Success</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Display commitment to the education of all the students in the school</li> <li>- Make changes and take risks to ensure student success</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> <li>- Attempt to remedy obstacles around student achievement</li> <li>- Advocate for students' individualized needs</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Advocate for students' needs</li> </ul>
3.5	<b>Engage Families in Student Learning</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>- Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>- Respond promptly to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Respond to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Proactively reach out to parents to engage them in student learning</li> </ul>



## Core Professionalism Rubric

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

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



RISE



Evaluation Model

**RISE 3.0 RUBRIC COMPANION: A RESOURCE FOR REMOTE AND HYBRID TEACHING AND LEARNING**

This resource aligns strategies and other considerations with competencies for evaluators as they conduct remote/hybrid observations and evaluations using the RISE 3.0 rubric. It is not meant to be a replacement for the RISE 3.0 rubric and any changes to evaluation practices and expectations should be discussed and made clear to both teachers and evaluators. In addition, educators are encouraged to use the [Digital Learning Toolkit](#) as a Resource that will be updated regularly.

**DOMAIN 1: PURPOSEFUL PLANNING (10%)**

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

Competencies		Highly Effective (4)	Effective (3)	Remote or Hybrid Strategies	Remote or Hybrid Considerations
1.1	Utilize Assessment Data to Plan	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding</li> </ul>	<p><b>Teacher uses prior assessment data to formulate:</b></p> <ul style="list-style-type: none"> <li>- Achievement goals, unit plans, AND lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>- Utilizes sources for assessment data that are accessible to remote and hybrid learners.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> <li>- The teacher considers how data collected online and in-person align to the standard or skill taught.</li> <li>- Purposeful timing, format, and location of assessments is considered.</li> <li>- Planning is student driven; standards guided.</li> </ul>

<p>1.2</p> <p><b>Set Ambitious and Measurable Achievement Goals</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans an <u>ambitious</u> annual student achievement goal</li> </ul>	<p><b>Teacher develops an annual student achievement goal that is:</b></p> <ul style="list-style-type: none"> <li>- <b>Measurable;</b></li> <li>- Aligned to content standards; AND</li> <li>- Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>- List and share criteria for mastery associated with goals and objective(s) in multiple formats (slide, document, or video).</li> <li>- Use criteria for mastery to assess student work and provide timely feedback.</li> <li>- Ask students to use criteria for mastery to self-assess before submitting work.</li> <li>- Utilize vertical and horizontal articulation guides in addition to scope or sequence of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher reflects on pacing of the year and modifies how to address and assess the achievement goals.</li> <li>- Goals are student driven vs. gap driven.</li> <li>- Maintain flexibility with deliverables.</li> <li>- Share clear links between goals and outcomes: Ensure a clear purpose and outcomes for student-to-student interactions in remote and hybrid settings.</li> </ul>
<p>1.3</p> <p><b>Develop Standards- Based Unit Plans and Assessments</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit</li> </ul>	<p><b>Based on achievement goals, teacher plans units by:</b></p> <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> <li>- Creating assessments before each unit begins for backwards planning</li> <li>- Allocating an instructionally appropriate amount of time for each unit</li> </ul>	<ul style="list-style-type: none"> <li>- Creates videos and other resources to prepare students for assessment of learning.</li> <li>- Creates an accessible folder to include examples for students to reference as anchor documents throughout lessons.</li> <li>- Time spent in each unit is student driven based on regular checks for understanding to allow more time for increasingly challenging material when needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Use formative and summative checks to determine mastery of objectives (e.g., quiz, written responses, discussion board posts, etc.).</li> <li>- Progression of learning is supported by assessments used to inform teacher of future instructional needs.</li> <li>- Informal check-ins with students are used to obtain additional data to inform continuous planning.</li> </ul>
<p>1.4</p> <p><b>Create Objective- Driven Lesson Plans and Assessments</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards.</li> <li>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>- Designing formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test)</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of planning and preparation prior to lesson presentation or recording may exist and be shared before or after observations.</li> </ul>



1.5	Track Student Data and Analyze Progress	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Updates tracking system daily</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/ progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul>	<ul style="list-style-type: none"> <li>- Assessments can be used in both physical and digital classrooms to ensure students receive the same assessment tool.</li> <li>- Include descriptions of how assessment results will be used to inform future instruction.</li> <li>- Uses secure data management system or grading software to track and communicate student data.</li> <li>- Create learner surveys, polls, check-in calls, and live interactive sessions to monitor students' understanding of the course objectives.</li> <li>- Virtual assessments could be conducted in the form of a project (e.g., audio/video, taking a picture of a product, experiment, graphs, charts, presentation, essay, short answer, or multiple choice) and include criteria for success.</li> <li>- Provide regular virtual office hours for students to receive feedback and support.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> <li>- Tracking systems utilized may be adjusted to account for differences in schedule for remote/hybrid classes.</li> <li>- Explicitly stated expectations with a readiness to provide necessary flexibility.</li> </ul>
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### DOMAIN 2: EFFECTIVE INSTRUCTION (75%)

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

Competencies		Highly Effective (4)	Effective (3)	Remote or Hybrid Strategies	Remote or Hybrid Considerations
2.1	Develop student understanding and mastery of lesson objectives	<p>Teacher is highly effective at developing student understanding and mastery of lesson objectives</p> <p><i>For Level 4, much of the Level 3 evidence is observed</i></p>	<p>Teacher is effective at developing student understanding and mastery of lesson objectives</p> <ul style="list-style-type: none"> <li>- Lesson objective is specific, measurable, and aligned to</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate lesson objectives via slide or video and continue to reference throughout presentations and documents.</li> <li>- Explicitly share expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> <li>- When presenting learning objectives, consider ways to make them relevant to students, using anecdotes,</li> </ul>

		<p><i>during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<p>standards. It conveys what students are learning and what they will be able to do by the end of the lesson</p> <ul style="list-style-type: none"> <li>- Objective is written in a student-friendly manner and/or explained to students in easy- to- understand terms</li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<p>and criteria for successful demonstration of mastery.</p> <ul style="list-style-type: none"> <li>-Build on previous learning at the beginning of each lesson by highlighting essential key points from previous lessons.</li> <li>-Refer to objective(s) and success criteria throughout the lesson to remind students of the lesson's purpose.</li> </ul>	<p>stories, videos or other strategies that capture attention and generate interest.</p> <ul style="list-style-type: none"> <li>- Consider using a shared Discussion Board to replicate in-person discussions and reflections and to monitor understanding for remote/hybrid students.</li> </ul>
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Notes:  
1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).  
2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

<p><b>2.2</b></p>	<p><b>Demonstrate and Clearly Communicate Content Knowledge to Students</b></p>	<p>Teacher is highly effective at demonstrating and clearly communicating content knowledge to students</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in</li> </ul>	<p>Teacher is effective at demonstrating and clearly communicating content knowledge to students</p> <ul style="list-style-type: none"> <li>- Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>- Content is clear, concise and well-organized</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Teacher emphasizes key points or main ideas in content</li> <li>- Teacher uses developmentally appropriate language and explanations</li> </ul>	<ul style="list-style-type: none"> <li>-Record videos of instruction that are accompanied by notes for students to follow along.</li> <li>-Provide content to students using multiple means of representation.</li> <li>- "Chunk" new content into short bits of information, allowing students to process the content through conversation, activities, etc. Before moving onto subsequent instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Consider equitable options for students without reliable internet or device access.</li> <li>-The teacher clearly outlines the content knowledge needed, I can statement, academic vocabulary, remediation and accelerated learning objectives in a form that students and parents can understand for remote skills practice.</li> <li>-Consider equitable access and individual student needs when creating text/video/live content.</li> </ul>
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		<p>the content</p> <ul style="list-style-type: none"> <li>- Students participate in each other's learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>		
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**Notes:**

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

<p><b>2.3</b></p>	<p><b>Engage students in academic content</b></p>	<p>Teachers are highly effective at engaging students in academic content</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in</li> </ul>	<p>Teachers are effective at engaging students in academic content.</p> <ul style="list-style-type: none"> <li>- 3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have</li> </ul>	<ul style="list-style-type: none"> <li>- Use short video clips to illustrate or reinforce concepts (e.g., news clip from 9/11).</li> <li>- Use a consistent platform for sharing content to ensure ease of access for all.</li> <li>- Establish clear expectations for what engagement looks like in remote and hybrid settings.</li> <li>- Ensure engagement is linked to content rather than procedural tasks.</li> <li>- Provide key questions ahead of meeting times to allow for adequate reflection time.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> <li>- Include student reflection.</li> <li>- Consider recording mini-lessons and lectures to use for remote and hybrid learners in a flipped classroom approach.</li> </ul>
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		academic content	the appropriate accommodations to be engaged in content		
Notes:					
<p>1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students with a way of engaging with content, students must be engaged in that part of the lesson.</p> <p>2. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.</p> <p>3. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.</p>					

2.4	<b>Check for Understanding</b>	<p>Teachers are highly effective at checking for understanding</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a ran</li> </ul>	<p>Teacher is effective at checking for understanding</p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)</li> <li>- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses every student's mastery of the objective(s) at</li> </ul>	<ul style="list-style-type: none"> <li>- Utilize digital platforms that allow for student responses via written or verbal interaction</li> <li>- Use virtual polling to assess students' levels of understanding during direct instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> <li>- Consider using a calendar application to allow students to sign up for office hours, advising meetings, or tutoring sessions.</li> </ul>
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the end of each lesson through formal or informal assessments (see note for examples)

Notes:

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

<p><b>2.5</b></p>	<p><b>Modify Instruction As Needed</b></p>	<p>Teacher is highly effective at modifying instruction as needed</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Teacher anticipates student misunderstandings and preemptively addresses them</li> <li>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<p>The teacher is effective at modifying instruction as needed</p> <ul style="list-style-type: none"> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> <li>- Teacher responds to misunderstandings with effective scaffolding techniques</li> <li>- Teacher does not give up but continues to try to address misunderstanding with different techniques if the first try is not successful.</li> </ul>	<ul style="list-style-type: none"> <li>-Clearly communicate how checks for understanding will be conducted in remote and hybrid settings to distinguish between struggles with process vs. struggles with content.</li> <li>- Segment lessons into smaller chunks to scaffold mastery of standards as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Consider equitable options for students without reliable internet or device access.</li> <li>-Consider shorter large group sessions when introducing new content to allow for scheduling individual or small group follow-up meetings to address misunderstandings.</li> <li>- Consider the reading levels of students when providing websites and other resources for use.</li> </ul>
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Notes:

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

<p><b>2.6</b></p>	<p><b>Develop Higher Level of Understanding through Rigorous Instruction and Work</b></p>	<p>Teacher is highly effective at developing a higher level of understanding through rigorous instruction and work</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p>	<p>Teacher is effective at developing a higher level of understanding through rigorous instruction and work</p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to almost all students</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare differentiated, rigorous student work/assignments with models that show expectations, based on students’ levels of readiness.</li> <li>-Allow opportunities for self-directed learning focused on</li> </ul>	<ul style="list-style-type: none"> <li>-Consider equitable options for students without reliable internet or device access.</li> <li>-Consider planning for student driven vs. gap driven instruction.</li> </ul>
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		<ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to all students</li> <li>- Students are able to answer higher-level questions with meaningful responses</li> <li>- Students pose higher-level questions to the teacher and to each other</li> <li>- Teacher highlights examples of recent student work that meets high expectations; insists and motivates students to do it again if not great</li> <li>- Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g., extra credit or enrichment assignments)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding</li> <li>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks</li> </ul>	a specific topic.	
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Notes:

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

<b>2.7</b>	<b>Maximize Instructional Time</b>	<p>Teacher is highly effective at maximizing instructional time</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students are always</li> </ul>	<p>Teachers are effective at maximizing instructional time</p> <ul style="list-style-type: none"> <li>- Students arrive on time and are aware of the consequences of arriving late (unexcused)</li> <li>- Class starts on time</li> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the</li> </ul>	<ul style="list-style-type: none"> <li>- Provide clearly written and verbalized directions for what is expected for every activity and assignment.</li> <li>- Pre-plan and post materials and reference tools and resources in a common and accessible location.</li> <li>- Directions and expectations for synchronous and asynchronous learning are clearly communicated to maximize efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> <li>- Ensure students understand and can effectively navigate the various technology platforms they are expected to use. This may require direct instruction and demonstration.</li> <li>- Practice use of the virtual tools so they are seamless for teacher and students use.</li> </ul>
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		<p><i>engaged in meaningful work while waiting for the teacher (for example, during attendance)</i></p> <ul style="list-style-type: none"> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson</li> </ul>	<p>teacher</p> <ul style="list-style-type: none"> <li>- Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance)</li> <li>- Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Clear expectations for when technical difficulties arise are communicated.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider how the work of all smaller groups will be monitored while the teacher facilitates larger group discussions.</li> <li>- Consider providing alternative options for when technical difficulties arise.</li> <li>- Allow students to complete tasks</li> </ul>
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Notes:  
1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.  
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

<p><b>2.9</b></p>	<p><b>Set High Expectations for Academic Success</b></p>	<p>Teachers are highly effective at setting high expectations for academic success.</p> <p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Students participate in forming academic goals for themselves and analyzing their progress</li> <li>- Students demonstrate high academic expectations for themselves</li> <li>- Student comments and actions demonstrate that they are excited about their work and understand why it is important</li> </ul>	<p>Teachers are effective at setting high expectations for academic success.</p> <ul style="list-style-type: none"> <li>- Teacher sets high expectations for students of all levels</li> <li>- Students are invested in their work and value academic success as evidenced by their effort and the quality of their work</li> <li>- The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly)</li> <li>- Teacher celebrates and praises academic work.</li> <li>- High quality work of all</li> </ul>	<ul style="list-style-type: none"> <li>- Establish clear expectations with students and communicate how achieving those expectations will be supported through flexible practices.</li> <li>- Establish a system for students to share goals and give feedback to peers.</li> <li>- Prepare models for expectation of student work outcomes.</li> <li>- Provide rubrics and checklists for students to utilize.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider equitable options for students without reliable internet or device access.</li> </ul>
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students is displayed in the classroom

Note:

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

### DOMAIN 3: Teacher Leadership (15%)

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

Competencies		Highly Effective (4)	Effective (3)	Remote or Hybrid Strategies	Remote or Hybrid Considerations
3.1	<b>Contribute to School Culture</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Seek out leadership roles</li> <li>- Go above and beyond in dedicating time for students and peers outside of class</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Contribute ideas and expertise to further the schools' mission and initiatives</li> <li>- Dedicate time efficiently, when needed, to helping students and peers outside of class</li> </ul>	<ul style="list-style-type: none"> <li>-Record lessons that are engaging for staff members to model.</li> <li>-Provide instructional videos utilizing digital platforms to support other teachers.</li> <li>-Hold office hours for students to receive instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>-Consider any policies that limit or prohibit opportunities to involve others outside normal meeting times.</li> </ul>
3.2	<b>Collaborate with Peers</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Go above and beyond in seeking out opportunities to collaborate</li> <li>- Coach peers through difficult situations</li> <li>- Take on leadership roles within collaborative groups such as Professional Learning Communities</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Seek out and participate in regular opportunities to work with and learn from others</li> <li>- Ask for assistance, when needed, and provide assistance to others in need</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate collaborative planning time with administrative and support staff.</li> </ul>	<ul style="list-style-type: none"> <li>-Consider setting professional goals and networking with colleagues and take advantage of free opportunities to collaborate with teachers in similar remote/hybrid learning models.</li> <li>-Consider establishing periodic sessions to check-in on professional goals.</li> </ul>
3.3	<b>Seek Professional Skills and Knowledge</b>	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> <li>- Regularly share newly learned knowledge and practices with others</li> <li>- Seek out opportunities to lead professional development sessions</li> </ul>	<p>Teacher will:</p> <ul style="list-style-type: none"> <li>- Actively pursue opportunities to improve knowledge and practice</li> <li>- Seek out ways to implement new practices into instruction, where applicable</li> <li>- Welcome constructive feedback to improve practices</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in digital learning opportunities to improve digital instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider creating a shared document with suggested training and listing attendees for future reference.</li> </ul>

3.4	<b>Advocate for Student Success</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of all the students in the school</li> <li>- Make changes and take risks to ensure student success</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Display commitment to the education of all his/her students</li> <li>- Attempt to remedy obstacles around student achievement</li> <li>- Advocate for students' individualized needs</li> </ul>		<p>-Consider equitable options for students without reliable internet or device access.</p>
3.5	<b>Engage Families in Student Learning</b>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Strives to form relationships in which parents are given ample opportunity to participate in student learning</li> <li>- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events</li> </ul>	<p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>- Proactively reach out to parents in a variety of ways to engage them in student learning</li> <li>- Respond promptly to contact from parents</li> <li>- Engage in all forms of parent outreach required by the school</li> </ul>	<p>-Provide office hours for families to engage and ask questions.</p>	<p>-Consider equitable options for students and families without reliable internet or device access.  - Consider any policies that may limit or prohibit in-person family involvement.</p>

# Dean of Students

## Domain 1: Planning and Preparation (25%)

Highly Effective	Effective	Improvement Necessary	Ineffective
<b>1a Demonstrating knowledge of school climate and student expectations</b>			
Dean demonstrates a deep and thorough understanding of the school climate and student expectations.	Dean demonstrates understanding of school climate and student expectations.	Dean demonstrates limited knowledge of school climate and student expectations.	The Dean demonstrates little or no knowledge of the school climate and student expectations.
<b>1b Demonstrating knowledge of student development and behavior</b>			
Dean demonstrates a deep and thorough understanding of student development and behavior.	Dean demonstrates an accurate understanding of student development and behavior.	Dean demonstrates limited knowledge of student development and behavior	Dean demonstrates little or no knowledge of student development and behavior.
<b>1c Demonstrating knowledge of district, state, and federal regulations and guidelines</b>			
Dean demonstrates deep and thorough knowledge of pertinent district regulations, procedures, and governing policies; state statutes; and federal law. Dean takes measures to minimize critical errors and serves as a resource for staff.	Dean demonstrates thorough knowledge of pertinent district, state, and federal regulations and guidelines.	Dean demonstrates limited knowledge of pertinent district, state, and federal regulations and guidelines	Dean demonstrates little or no knowledge of pertinent district, state, and federal regulations and guidelines.
<b>1d Demonstrating knowledge of resources, both within and beyond the school and district (community, state, and federal)</b>			
Dean's knowledge of resources for students is extensive, including those available through the school or district and in the community	The Dean demonstrates knowledge of resources for students available through the school or district and some familiarity with resources external to the school.	The Dean demonstrates knowledge of resources for students available through the school or district, but no knowledge of resources available more broadly.	Dean demonstrates little or no knowledge of resources available for students throughout the school or district.

## Domain 2: The Environment (25%)

Highly Effective	Effective	Improvement Necessary	Ineffective
<b>2a Creating and fostering an environment of respect and rapport</b>			
Dean's interactions with stakeholders are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.	Dean's Interactions with stakeholders are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental among groups of students.	Dean's interactions with stakeholders are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Dean's interactions with stakeholders are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, putdowns, or conflict.
<b>2b Supporting the learning environment</b>			
Dean works to improve support for staff and students through knowledge of new or best practices to provide	The Dean conveys enthusiasm and positive support to staff and students to allow for optimal student achievement.	The Dean communicates the importance of supporting the staff and student learning environment minimally.	Dean does not convey a positive attitude toward providing support staff and student learning environment.

high expectations of learning of all students			
<b>2c Establishing and maintaining procedures for student discipline</b>			
Dean consistently anticipates, adapts, and responds when managing student behavior. Dean consistently applies a positive behavioral approach, and this approach is effective most of the time. Dean serves as a model and a resource for colleagues	Dean consistently anticipates, adapts, and responds when managing student behavior. Dean consistently applies a positive behavioral approach, and this approach is effective most of the time.	Dean consistently responds when managing student behavior. Dean applies a positive behavioral approach, and this approach is effective some of the time.	Dean inconsistently adapts and responds when managing student behavior. Dean inconsistently applies a positive behavior approach or effects are limited.
<b>2d Contributing to and supporting student achievement though social, emotional, behavioral, and academic means</b>			
Dean consistently contributes to promoting student achievement and collaborates with the building administration and serves as a model and a resource for colleagues	Dean consistently contributes to promoting student achievement and collaborates with the building administration	Dean minimally contributes to promoting student achievement.	Dean does not contribute to student achievement or negatively impact it.

### Domain 3: Delivery of Service (25%)

Highly Effective	Effective	Improvement Necessary	Ineffective
<b>3a Collaborating with teachers</b>			
The Dean initiates collaboration with classroom teachers to enhance the learning environment, improve the educational process for students and locate additional resources from inside and outside the school	Dean collaborates with classroom teachers to enhance the learning environment and improve the educational process for students	Dean inconsistently collaborates with classroom teachers to enhance the learning environment and improve the educational process for students	Dean does not effectively collaborate with classroom teachers in an effort to enhance the learning environment and improve the educational process for students
<b>3b Communicating with stakeholders</b>			
The Dean actively shares appropriate information with the school personnel, parents, and community agencies regarding the needs and concerns of students	Dean have's appropriate information with the school personnel, parents, and community agencies regarding the needs and concerns of students	The Dean inconsistently shares appropriate information with school personnel, parents and community agencies regarding the needs and concerns of students	The Dean does not share appropriate information with the school personnel, parents, and community agencies regarding the needs and concerns of students
<b>3c Using formal or informal data to monitor social, emotional, or academic progress</b>			
Dean collects, analyzes, and uses data to monitor student progress or evaluate the effectiveness of interventions; in addition, modifies interventions based on data and uses an extensive variety of sources for data. Is a resource for staff	Dean collects, analyzes, and uses data to monitor student progress or evaluate the effectiveness of interventions; in addition, modifies interventions based on data	Dean inconsistently collects or uses data to monitor student progress or evaluate the effectiveness of interventions	The Dean does not collect or use data to monitor student progress or evaluate the effectiveness of interventions
<b>3d Supervising students</b>			
Dean supervises and acts proactively to support students' social, emotional, behavioral, and academic well-being; in addition, it encourages students to take an active role in monitoring	Dean collects, analyzes, and uses data to monitor student progress or evaluate the effectiveness of interventions; in addition, modifies interventions based on data	Dean inconsistently collaborates with classroom teachers to enhance the learning environment and improve the educational process for students	Dean does not effectively collaborate with classroom teachers to enhance the learning environment and improve the educational process for students



themselves and their peers			
<b>3e Demonstrating flexibility and responsiveness</b>			
Dean continually seeks ways to improve the school climate and makes changes as needed in response to student, parent, or teacher input	Dean collaborates with classroom teachers to enhance the learning environment and improve the educational process for students	Dean makes modest changes in the school climate when confronted with evidence of the need for change	Dean fails to demonstrate flexibility and responsiveness when confronted with evidence of the need for change

### Domain 4: Professional Practice (25%)

Highly Effective	Effective	Improvement Necessary	Ineffective
<b>4a Reflecting on practice</b>			
Reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Reflection draws on vast experiences to suggest alternative strategies	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Reflection includes specific suggestions as to how the discipline program might be improved	Reflection on practice is moderately accurate and objective without citing specific examples	Dean does not reflect on practice, or the reflections are inaccurate or self-serving
<b>4b Collaborating with teachers and administrators</b>			
Dean seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students	Dean initiates contact with teachers and administrators to confer regarding individual cases	The Dean is available to staff for questions and planning, and provides materials when requested	Dean is not available to staff for questions and planning, and declines to provide materials when requested
<b>4c Maintaining an effective data management system</b>			
Dean has developed a highly effective data management system for monitoring student progress and uses it to adjust the discipline program when needed	Dean has developed an effective data management system for monitoring student progress and uses the system to adjust the discipline when needed	Dean has developed a data management system for monitoring student progress and occasionally uses the system to adjust the discipline program, as needed	Dean is not available to staff for questions and planning, and declines to provide materials when requested
<b>4d Participating in a professional community. This includes providing and engaging in in-service training when appropriate</b>			
Dean actively pursues professional development opportunities and offers workshops to colleagues	Dean seeks out opportunities for professional development based on an individual assessment of need	Dean's participation in professional development activities is limited to those that are convenient or are required	Dean does not participate in professional development activities, even when such activities are clearly needed for the development of skills
<b>4e Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>			
Dean's interactions with co-workers, students, and the public are consistently forthright and appropriate and do not violate the principles of confidentiality. The Dean is highly proactive in serving students, seeking out resources when needed. The Dean makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-	Dean is honest in interactions with colleagues, students, and the public. Dean does not violate the principles of confidentiality. The Dean complies fully with school and district regulations. Dean is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Dean maintains an open mind in decision making	Dean is honest in interactions with colleagues, students, and the public. Dean attempts, though inconsistently, to serve students. Dean does not violate the principles of confidentiality and does not serve the needs of all students. Dean complies minimally with school and district regulations	Dean displays dishonesty interactions with colleagues, student, and the public and violates principles of confidentiality. Dean is not alert to students' needs and does not serve the needs of all students

served, are honored in the school. Dean takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards. Dean complies fully with school and district regulations, taking a leadership role with co-workers









citing specific examples that were not fully





**Domain 1 for Behavior Specialists: Planning and Preparation**

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
<p><b>1a:</b></p> <p><b>Demonstrating knowledge of behavioral and educational theories, resources, and regulatory procedures in the delivery of school behavioral services</b></p>	<p>Behavior Specialist demonstrates little or no knowledge of behavioral and educational theories, and school or community resources, and little or no compliance with regulatory procedures in the delivery of school behavioral services.</p>	<p>Behavior Specialist demonstrates limited knowledge of behavioral and educational theories, and school or community resources, and some compliance with regulatory procedures in the delivery of school behavioral services.</p>	<p>Behavior Specialist demonstrates thorough knowledge of behavioral and educational theories, and school and community resources, and compliance with regulatory procedures in the delivery of school behavioral services.</p>	<p>Behavior Specialist demonstrates extensive knowledge of behavioral and educational theories, and school and community resources, and consistent compliance with regulatory procedures in the delivery of school behavioral services.</p>
<p><b>1b:</b></p> <p><b>Demonstrating skills and knowledge of behavioral instruments, specific disabilities, and individual learning characteristics when determining assessments, procedures or conducting Functional Behavioral Assessments (FBAs), and designing and implementing evidence-based Behavioral Intervention Plans (BIPs)</b></p>	<p>Behavior Specialist demonstrates little or no knowledge or understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions.</p>	<p>Behavior Specialist demonstrates inconsistent knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions.</p>	<p>Behavior Specialist demonstrates strong knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions.</p>	<p>Behavior Specialist demonstrates extensive knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions.</p>



<p>1f:</p> <p><b>Developing a plan to evaluate the behavioral and instructional support program(s)</b></p>	<p>Behavior Specialist has no plan to effectively evaluate the progress monitoring of the goals and objectives and evidence or resists suggestions that such an evaluation is important.</p>	<p>Behavior Specialist has a rudimentary plan to evaluate the progress monitoring of the goals and objectives and evidence related to behavioral and instructional support programs.</p>	<p>Behavior Specialist has an organized plan to evaluate the progress monitoring of the goals and objectives and evidence, including the review of data collection provided by staff to indicate the degree to which the goals and objectives have been met.</p>	<p>Behavior Specialist has a sophisticated plan to evaluate the progress monitoring of the goals and objectives using many sources of evidence, including the review of data collection provided by staff and has a clear path toward improving the program on an ongoing basis.</p>
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**Domain 2 for Behavior Specialists: The Environment**

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
<p><b>2a:</b></p> <p><b>Creating an environment of respect and rapport</b></p>	<p>Behavior Specialist's interactions with staff and students are negative or inappropriate and ineffective toward addressing staff concerns and students' behavioral, social, and learning needs; students appear uncomfortable during service delivery.</p>	<p>Behavior Specialist's interactions with staff and students are a mix of positive and negative and are inconsistent in supporting staff concerns and students' behavioral, social, and learning needs; the Behavior Specialist's efforts at developing rapport are partially successful.</p>	<p>Behavior Specialist's interactions with staff and students are positive and respectful and consistently support staff concerns and students' behavioral, social, and learning needs.</p>	<p>Staff and students seek out the Behavior Specialist, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the behavioral, social, and learning supports provided through behavioral <b>services.</b></p>
<p><b>2b:</b></p> <p><b>Establishing a culture for learning</b></p>	<p>Behavior Specialist's interactions with staff are characterized by a reactive and generally negative tone, with an absence of skill building in the behavioral strategies available to the teaching staff.</p>	<p>Behavior Specialist's interactions with staff are characterized by some willingness to provide recommendations for behavioral strategies but a failure to provide support for the implementation of those strategies and support for the teachers growth in working with students' behavioral issues.</p>	<p>Behavior Specialist consults with staff in such a way as to reinforce inquiry into the function of behavior to determine effective, positive behavioral supports, and Behavior Specialist provides ongoing support for implementation.</p>	<p>Behavior Specialist has established a culture of professional inquiry in which decisions regarding behavior are based on the analysis of evidence, determining the function of behavior, establishing positive behavioral supports, and providing ongoing analysis of the impact of interventions. Over time, teachers with whom the Behavior Specialist has consulted initiate projects to be undertaken with the support of the Behavior Specialist.</p>

<p><b>2c:</b></p> <p><b>Managing classroom procedures</b></p>	<p>Behavior Specialist provides negative or inefficient classroom management procedures to staff. Behavior Specialist does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances.</p>	<p>Behavior Specialist provides inconsistent classroom management procedures to staff. Behavior Specialist does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances.</p>	<p>Behavior Specialist provides consistent management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs.</p>	<p>Behavior Specialist provides a broad range of knowledge regarding management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs.</p>
<p><b>2d:</b></p> <p><b>Managing student behavior</b></p>	<p>Behavior Specialist provides generic behavioral recommendations without first engaging in data collection and analysis.</p>	<p>Behavior Specialist provides generic behavioral recommendations with inconsistent collection of data and without regard to settings and skill levels of teachers, parents, and staff.</p>	<p>Behavior Specialist provides an individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan.</p>	<p>Behavior Specialist provides a highly individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan, as well as the impact of each of those on the behavior plan.</p>



<p><b>2e:</b></p> <p><b>Organizing time effectively</b></p>	<p>Behavior Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing consultation based on a set schedule, and not completing paperwork in a timely manner.</p>	<p>Behavior Specialist's time-management skills are moderately developed. Behavior Specialist meets some deadlines for evaluations and meetings, seeing some staff for consultation and doing some student observation based on a set schedule, and completes most paperwork in an inconsistent manner.</p>	<p>Behavior Specialist exercises consistent time-management skills in setting priorities for staff consultation and student observation, resulting in clear schedules, meeting timelines for evaluating students, meeting all deadlines for paperwork completion, and efficiently preparing for student meetings on his/her caseload.</p>	<p>Behavior Specialist demonstrates excellent time-management skills in addressing priorities established for staff consultation and student observation through a clearly communicated and cohesive schedule, meeting all timelines for evaluating students and deadlines for completing paperwork, and preparing effectively and efficiently for student meetings on his/her caseload.</p>
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**DOMAIN 3 for Behavior Specialists: Delivery of Service**

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
<p><b>3a:</b></p> <p><b>Using a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies</b></p>	<p>Behavior Specialist lacks the skills to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and fails to incorporate information and concerns when developing and adjusting behavioral plans.</p>	<p>Behavior Specialist attempts to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and inconsistently incorporates information and concerns when developing and adjusting behavioral plans.</p>	<p>Behavior Specialist consistently uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and incorporates information and concerns from others when developing and adjusting behavioral plans.</p>	<p>Behavior Specialist is highly skilled in collaborative consultation, making a substantial contribution during the problem-solving process by engaging participants, sharing skills and knowledge, and incorporating information beyond the typical resources when developing and adjusting behavioral plans.</p>
<p><b>3b:</b></p> <p><b>Demonstrating leadership during team meetings</b></p>	<p>Behavior Specialist lacks the skills necessary to assume leadership of the school team, resulting in minimal contribution to the organization, mediation, and facilitation of the process.</p>	<p>Behavior Specialist employs limited skills in the following areas: facilitation of meetings, mediation, organization of materials and data, and demonstration of a focus on solution-based outcomes.</p>	<p>Behavior Specialist assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts as a solution-focused facilitator.</p>	<p>Behavior Specialist assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts in a drive to reach consensus as a solution-oriented leader.</p>

**Domain 4 for Behavior Specialists: Professional Responsibilities**

COMPONENT	LEVEL OF PERFORMANCE			
	INEFFECTIVE	IMPROVEMENT NECESSARY	EFFECTIVE	HIGHLY EFFECTIVE
<b>4a:</b> <b>Demonstrating the ability to handle confidential materials and records appropriately</b>	Behavior Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Behavior Specialist's records are disorganized but are accurate and legible and are stored in a secure location.	Behavior Specialist's records are accurate and legible, well organized, and stored in a secure location.	Behavior Specialist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4b:</b> <b>Communicating with school staff and parent/guardian regarding home and school behavioral issues</b>	Behavior Specialist fails to communicate with school staff and parent/guardian or communicates in an insensitive manner; necessary permissions for evaluations, screenings, or interventions are not secured.	Behavior Specialist's communication with school staff and parent/guardian is partially successful; necessary permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Behavior Specialist communicates with school staff and parent/guardian and consistently secures necessary permissions in a manner sensitive to cultural and linguistic traditions.	Behavior Specialist communicates with school staff and parent/guardian and secures necessary permissions in a manner that is highly sensitive to cultural and linguistic traditions. Behavior Specialist reaches out to parent/guardian to enhance trust, to incorporate parental concerns, and to ensure consistency in the application of behavioral strategies across multiple school, home, and community settings.

<p><b>4c:</b></p> <p><b>Participating in a professional community</b></p>	<p>Behavior Specialist's relationships with colleagues are negative or self-serving, and Behavior Specialist avoids being involved in school and district events and projects.</p>	<p>Behavior Specialist's relationships with colleagues are most often cordial, and Behavior Specialist participates in school and district events and projects when specifically requested.</p>	<p>Behavior Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Behavior Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role. Behavior Specialist provides staff and parent training in diverse ways.</p>
<p><b>4d:</b></p> <p><b>Growing and developing professionally</b></p>	<p>Behavior Specialist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.</p>	<p>Behavior Specialist's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Behavior Specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Behavior Specialist actively pursues professional development opportunities, remaining current with professional literature and research, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p><b>4e:</b></p> <p><b>Demonstrating professionalism</b></p>	<p>Behavior Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality such as FERPA.</p>	<p>Behavior Specialist is inconsistent in interactions with colleagues, students, and the public, sometimes disclosing more information than is appropriate.</p>	<p>Behavior Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.</p>	<p>Behavior Specialist can be counted on to hold the highest standards of honesty, integrity, professional ethics, and confidentiality and to advocate for programs and students, taking a leadership role with colleagues.</p>

# Gary Community School Corporation School Nurse Effectiveness Rubric

## Domain 1: Planning and Preparation (25.00%)

### 1a Demonstrating medical in knowledge and skill in nursing techniques

Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques *(1a.HE)*

Nurse demonstrates understanding of medical knowledge and nursing techniques *(1a.E)*

Nurse demonstrates basic understanding of medical knowledge and nursing techniques *(1a.IN)*

Nurse demonstrates little understanding of medical knowledge and nursing techniques *(1a.I)*

### 1b Demonstrating knowledge of child and adolescent development

In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns *(1b.HE)*

Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns *(1b.E)*

Nurse displays partial knowledge of child and adolescent development *(1b.IN)*

Nurse displays little or no knowledge of child and adolescent development *(1b.I)*

### 1c Establishing goals for the nursing program appropriate to the setting and the students served

Nurse's goals for the nursing 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, parents, and colleagues *(1c.HE)*

Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students *(1c.E)*

Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students *(1c.IN)*

Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students *(1c.I)*

### 1d Demonstrating knowledge of government, community, and district regulations and resources

Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community *(1d.HE)*

Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school *(1d.E)*

Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly *(1d.IN)*

Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district *(1d.I)*



# Gary Community School Corporation School Nurse Effectiveness Rubric

## 1e Planning the Nursing program for both individuals and groups of students, integrated with the regular school program

Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program (1e.HE)

Nurse has developed a plan that includes the important aspects of work in the setting (1e.E)

Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals (1e.IN)

Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure (1e.I)

## 1f Developing a plan to evaluate the nursing program

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

Nurse'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 (1f.E)

Nurse has a rudimentary plan to evaluate the nursing program (1f.IN)

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

## Domain 2: Delivery of Service (25.00%)

### 2a Creating an environment of respect and rapport

Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship (2a.HE)

Nurse's interactions with students are positive and respectful (2a.E)

Nurse's interactions with students are a mix of positive and negative (2a.IN)

Nurse's interactions with at least some students are negative or inappropriate (2a.I)

### 2b Establishing a culture for health and wellness

The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students (2b.HE)

Nurse promotes a culture throughout the school for health and wellness (2b.E)

Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful (2b.IN)

Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers (2b.I)

### 2c Following health protocols and procedures

Nurse's procedures for the nursing office are seamless, anticipating unexpected situations (2c.HE)

Nurse's procedures for the nursing office work effectively (2c.E)

Nurse has rudimentary and partially successful procedures for the nursing office (2c.IN)

Nurse's procedures for the nursing office are nonexistent or in disarray (2c.I)

# Gary Community School Corporation School Nurse Effectiveness Rubric

## 2d Supervising health associates

Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional (2d.HE)

Nurse has established guidelines for delegated duties and monitors associates' activities (2d.E)

Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically (2d.IN)

No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor associates' activities (2d.I)

## 2e Organizing physical space

Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized (2e.HE)

Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized (2e.E)

Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find (2e.IN)

Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored (2e.I)

## 2f Assessing student needs

Nurse conducts detailed and individualized assessment of student needs to contribute to program planning (2f.HE)

Nurse assesses student needs and knows the range of student needs in the school (2f.E)

Nurse's assessments of student needs are perfunctory (2f.IN)

Nurse does not assess student needs, or the assessments result in inaccurate conclusions (2f.I)

## 2g Administering medications to students

Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance (2g.HE)

Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed (2g.E)

Medications are administered by designated individuals, but signed release forms are not conveniently stored (2g.IN)

Medications are administered with no regard to state or district policies (2g.I)

## 2h Promoting wellness through classes or classroom presentations

Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle (2h.HE)

Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle (2h.E)

Nurse's efforts to promote wellness through classroom presentations are partially effective (2h.IN)

Nurse's work with students in classes fails to promote wellness (2h.I)

# Gary Community School Corporation School Nurse Effectiveness Rubric

## Domain 3: Collaboration and Consultation (25.00%)

### 3a Managing emergency situations

Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies (3a.HE)

Nurse's plans for emergency situations have been developed for many situations (3a.E)

Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others (3a.IN)

Nurse has no contingency plans for emergency situations (3a.I)

### 3b Demonstrating flexibility and responsiveness

Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent or teacher input (3b.HE)

Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent or teacher input (3b.E)

Nurse makes revisions in the nursing program when they are needed (3b.IN)

Nurse makes modest changes in the nursing program when confronted with evidence of the need for change (3b.I)

### 3c Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs

Nurse initiates collaboration with classroom teachers in developing instructional lessons and units locating additional resources from outside the school (3c.HE)

Nurse initiates collaboration with classroom teachers in developing instructional lessons and units (3c.E)

Nurse collaborates with class room teachers in developing instructional lessons and units when specifically asked to do so (3c.IN)

Nurse declines to collaborate with classroom teachers to develop specialized educational programs (3c.I)

## Domain 4: Professional Responsibilities (25.00%)

### 4a Reflecting on practice

Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies (4a.HE)

Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved (4a.E)

Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved (4a.IN)

Nurse does not reflect on practice, or the reflections are inaccurate or self serving (4a.I)

### 4b Maintaining health records in accordance with policy and submitting reports in a timely fashion

Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school (4b.HE)

Nurse's reports, records, and documentation are accurate and are submitted in a timely manner (4b.E)

Nurse's reports, records, and documentation are generally accurate, but are occasionally late (4b.IN)

Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion (4b.I)

# Gary Community School Corporation School Nurse Effectiveness Rubric

## 4c Communicating with Families

Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means (4c.HE)

Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students (4c.E)

Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students (4c.IN)

Nurse provides no information to families, either about the nursing program as a whole or about individual students (4c.I)

## 4d Participating in a professional community

Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues (4d.HE)

Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues (4d.E)

Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so (4d.IN)

Nurse's relationships with colleagues are negative or self serving, and nurse avoids being involved in school and district events and projects (4d.I)

## 4e Engaging in professional development

Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues (4e.HE)

Nurse seeks out opportunities for professional development based on an individual assessment of need (4e.E)

Nurse's participation in professional development activities is limited to those that are convenient or are required (4e.IN)

Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills (4e.I)

## 4f Showing Professionalism

Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues (4f.HE)

Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed (4f.E)

Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality (4f.IN)

Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality (4f.I)

## Domain 5: Core Professionalism (25.00%)

### 5.1 Attendance

Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (5.1.MS)

Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) (5.1.DNMS)

# Gary Community School Corporation School Nurse Effectiveness Rubric

## 5.2 On-Time Arrival

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) ( 5.2.MS)

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) (5.2.DNMS)

## 5.3 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.) (5.3.MS)

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.) (5.3.DNMS)

## 5.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner (5.4.MS)

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner (5.4.DNMS)



# Gary Community School Corporation Case Managers Effectiveness Rubric

## Domain 1: Planning and Preparation (25.00%)

### 1a Demonstrating knowledge of current special education practice and trends

Case Manager demonstrates little or no knowledge of special education practice and trends /1a.U)

Case Manager demonstrates basic knowledge of special education practice and trends /1a.BIN/)

Case Manager demonstrates thorough knowledge of special education practice and trends /1a.P)

Case Manager's knowledge of special education practice and trends is wide and deep; case manager is regarded as special education expert to colleagues /1a.DIE)

### 1b Demonstrating knowledge of the school's special education programs

Case Manager demonstrates little or no knowledge of the school's special education programs /1b.U)

Case Manager demonstrates basic knowledge of the school's special education programs /1b.BIN/)

Case Manager demonstrates thorough knowledge of the school's special education programs /1b.P)

Case Manager is deeply familiar with the school's special education programs and works to shape its future direction /1b.DIE)

### 1c Establishing goals to support the special education school team(s)

Case Manager has no clear goals for the special education program, or they are inappropriate to either the situation or the needs of the team /1c.U)

Case Manager's goals for the special education program are rudimentary and are partially suitable to the situation and the needs of the team /1c.B/N/)

Case Manager's goals for the special education program are clear and are suitable to the situation and the needs of the team /1c.P)

Case Manager's goals for the special education program are highly appropriate to the situation and the needs of the team. They have been developed following collaboration with administrators and colleagues /1c.D/E)

### 1d Demonstrating knowledge of resources, both within and beyond the school and district

Case Manager demonstrates little or no knowledge of resources available in the school or district for the special education team /1d.U)

Case Manager demonstrates basic knowledge of resources available in the schools or district for the special education team /1d.BIN/)

Case Manager is fully aware of resources available in the school and district and in the larger professional community for the special education team /1d.P)

Case Manager is actively searching out new resources from a wide range of sources to enrich the special education team's skills in implementing the school's special education programs /1d.DIE)

# Gary Community School Corporation Case Managers Effectiveness Rubric

## Domain 2: The Environment (25.00%)

### 2a Creating an environment of trust and respect

Stakeholders are reluctant to request assistance from the Case Manager, fearing that such a request will be treated as a sign of deficiency (2a.U)

Relationships with the Case Manager are unprofessional; stakeholders don't resist initiatives established by the Case Manager (2a.B/NI)

Relationships with the Case Manager are respectful, with some contacts initiated by stakeholders (2a.P)

Relationships with the Case Manager are highly respectful and trusting, with many contacts initiated by the stakeholders (2a.D/E)

### 2b Establishing a culture of professional inquiry

Case Manager conveys the sense that the work is externally mandated and is not important to school programs (2b.U)

Relationships with the Case Manager are unprofessional; stakeholders don't resist initiatives established by the Case Manager (2b.B/NI)

Relationships with the Case Manager are respectful, with some contacts initiated by stakeholders (2b.P)

Relationships with the Case Manager are highly respectful and trusting, with many contacts initiated by the stakeholders (2b.D/E)

### 2c Establishing and maintaining norms of behavior for professional interactions

No norms of professional conduct have been established; team members are frequently disrespectful in their interactions (2c.U)

Case Manager's efforts to establish norms of professional conduct are partially successful (2c.B/NI)

Case Manager has established clear norms of mutual respect for professional interactions (2c.P)

Case Manager has established clear norms of mutual respect for professional interactions. Team members ensure that their colleagues adhere to these standards of conduct (2c.D/E)

### 2d Organizing physical space

Case Manager makes poor use of the physical environment; resulting in poor access by some participants, time lost, or little alignment between the physical arrangement and activity (2d.U)

The physical environment does not impede participation (2d.B/NI)

Case Manager makes good use of the physical environment, resulting in engagement of all participants (2d.P)

Case Manager makes highly effective use of the physical environment, with the participants contributing to the physical arrangement (2d.D/E)

## Domain 3: Delivery of Service (25.00%)

### 3a Collaborating with stakeholders in the facilitation process of IEP meetings, developing IEPs and the design of interventions

Case Manager declines to collaborate in the facilitation process of IEP meetings, developing IEPs and the design of intervention (3a.U)

Case Manager collaborates in the facilitation process of IEP meetings, developing IEPs and the design of intervention when specifically asked to do so (3a.B/NI)

Case Manager initiates collaboration in the facilitation process of IEP meetings, developing IEPs and the design of intervention (3a.P)

Case Manager initiates collaboration in the facilitation process of IEP meetings, developing IEPs and the design of intervention, and in locating additional resources from sources outside the school to assist in the above areas (3a.D/E)

# Gary Community School Corporation Case Managers Effectiveness Rubric

## 3b Sharing expertise with staff

Case Manager's assistance regarding special education is of poor quality or not appropriate to the needs of the staff being served *{3b.U}*

The quality of the Case Manager's assistance is mixed, with some being appropriate to the needs of the staff being served *{3b.BINI}*

The quality of the Case Manager's assistance is uniformly high and appropriate to the needs of the staff being served *{3b.P}*

The quality of the Case Manager's assistance is uniformly high and appropriate to the needs of the staff being served. The Case Manager conducts extensive follow-up work with the staff *{3b.DIE}*

## 3c Locating resources for teachers to support instructional improvement

Case Manager fails to locate resources for instructional improvement for the teachers, even when specifically requested to do so *{3c.U}*

Case Manager's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available *{3c.BINI}*

Case Manager locates resources for instructional improvement for teachers when asked to do so *{3c.P}*

Case Manager is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs *{3c.DIE}*

## 3d Demonstrating flexibility and responsiveness

Case Manager adheres to his plan, in spite of evidence of its inadequacy *{3d.U}*

Case Manager makes modest changes when confronted with evidence of the need for change *{3d.BINI}*

Case Manager makes revisions when it is needed *{3d.P}*

Case Manager is continually seeking ways to improve and makes changes as needed in response to stakeholders' input *{3d.DIE}*

## 3e Completing all relevant components of the IEP

Case Manager does not complete all relevant components of the IEP *{3e.U}*

Case Manager does not accurately complete all relevant components of the IEP *{3e.BINI}*

Case Manager accurately completes all relevant components of the IEP *{3e.P}*

Case Manager accurately completes all relevant components of the IEP and provides on-going consultation to the team members regarding IEP development and monitoring of progress *{3e.DIE}*

## 3f Communicating with family and staff regarding service, process, and procedures

Case Manager fails to communicate with family and staff regarding service, process, and procedures *{3f.U}*

Case Manager makes minimal effort to communicate with family and staff regarding service, process, and procedures *{3f.BINI}*

Case Manager communicates effectively with family and staff regarding service, process, and procedures *{3f.P}*

Case Manager is highly proactive in communicating with families and staff regarding service, process, and procedures *{3f.DIE}*

# Gary Community School Corporation Case Managers Effectiveness Rubric

## Domain 4: Professional Responsibilities (25.00%)

### 4a Reflecting on practice

Case manager does not reflect on practice, or the reflections are inaccurate or self-serving (4a.U)

Case manager's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved (4a.BJNl)

Case manager's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Case manager makes some specific suggestions as to how to make improvements (4a.P)

Case manager's reflections are highly accurate and perceptive, consisting of specific examples. Case manager draws on an extensive repertoire to suggest alternative strategies, accompanied by prediction of the likely consequences of each (4a.DIE)

### 4b Preparing and submitting data and reports

Case manager does not follow established procedures for preparing data and submitting reports. Reports are routinely late (4b.U)

Case manager's efforts to input data are partially successful and follow established procedures. Reports are sometimes submitted on time (4b.BINl)

Case manager's data is complete and follows established procedures. Reports are always submitted on time (4b.P)

Case manager anticipates and responds to needs in preparing data and following established procedures and suggesting improvements to those procedures. Reports are submitted on time (4b.D/E)

### 4c Coordinating work with other case managers

Case manager makes no effort to collaborate with other case managers within the district (4c.U)

Case manager responds positively to the efforts of other case managers within the district to collaborate (4c.BINl)

Case manager initiates efforts to collaborate with other case managers within the district (4c.P)

Case manager takes a leadership role in coordinating projects with other case managers within and beyond the district (4c.DIE)

### 4d Participating in professional community

Case manager's relationships with colleagues are negative or self-serving, and the case manager avoids being involved in department and district events and projects (4d.U)

Case manager's relationships with colleagues are professional, and the case manager participates in department and district events and projects when specifically requested (4d.BJNl)

Case manager participates actively in department and district events and projects and maintains positive and productive relationships with colleagues (4d.P)

Case manager makes a substantial contribution to department and district events and projects and assumes a leadership role with colleagues (4d.DJE)

### 4e Engaging in professional development

Case manager does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills (4e.U)

Case manager's participation in professional development activities is limited to those that are convenient or are required (4e.BINl)

Case manager seeks out opportunities for professional development based on an individual Assessment of need (4e.P)

Case manager actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences (4e.D/E)

# Gary Community School Corporation Case Managers Effectiveness Rubric

## 4f Showing professionalism, including integrity and confidentiality

Case manager displays dishonesty in interactions with colleagues and violates norms of confidentiality (41.U)

Case manager is honest in interactions with colleagues and respects norms of confidentiality (41.BIN)

Case manager displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality (41.P)

Case manager can be counted on to hold the highest standards of honesty and integrity and flakes a leadership role with other colleagues in respecting the norms of confidentiality (41.DIE)

***Gary Community School Corporation Instructional Coach Effectiveness Rubric***



*Gary Community School Corporation Literacy Coach Effectiveness Rubric*

*Gary Community School Corporation STEAM Coach Effectiveness Rubric*

*Gary Community School Corporation Principals Effectiveness Rubric*

***Gary Community School Corporation Assistant Principals Coach Effectiveness Rubric***

***Gary Community School Corporation District Administrators Effectiveness Rubric***

*Gary Community School Corporation Superintendent Coach Effectiveness Rubric*