Staff Performance Evaluation Plan Submission Cover Sheet

SY 2022-2023

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

School Corporation Name	Discovery Charter School
School Corporation Number	9870
Evaluation Plan Website Link	https://www.discoverycharter.org/policies-docs

For the 2022-2023 School Year, we have adopted the following Evaluation Model:

☐ The System for Teacher and Student Advancement (TAP)

☐ The Peer Assistance and Review Teacher Evaluation System (PAR)

☐ RISE 3.0 State Model

☐ Locally Developed Plan

☐ Other_____

Instructions:

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

Submission:

Once completed, please **upload this cover sheet via the following Jotform** by Friday, September 16, **2022.** If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this cover sheet as a single PDF. Please make sure the link provided will lead directly to your evaluation plan, and that a login and password will not be required for access. Contact Dr. Rebecca Estes, Senior Director of Educator Talent, with any questions.

Evaluation Plan Discussion			
Requirement	**Statutory/Regulatory Authority**	**Examples of Relevant Information**	**Reference Page Number(s)**
Evaluation plan must be in writing and explained before the evaluations are conducted	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one	Section 1 Page 3

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

Evaluators

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators	Section 1 Page 1
Teachers acting as evaluators (*optional*) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	Section 1 Page 1
All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	Section 1 Page 1

Rigorous Measures of Effectiveness

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	Observation rubrics - for *all* certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (*e.g.,* surveys)	Section 2 Pages 48-61 Section 3 Pages 28-37

Evaluation Feedback

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development	Section 1 Pages 1-2

Designation in Rating Category

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	Definition of performance categories Summative scoring process that yields placement into each performance category	Section 2 Page 18
A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	Definition of **negative impact** on student growth for all certificated staff Description of the process for modifying a final summative rating for negative growth	Section 2 Pages 5-6, 18-19
A definition of negative impact for certificated staff A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(3)	Summative scoring process that yields placement into each performance category Weighting (broken down by percentage) of all evaluation components	Section 1 Page 2 Section 2 Pages 18-19

Feedback and Remediation Plans

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	Section 1 Page 1
Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	Section 1 Pages 1-2
Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	Section 1 Page 2
Means by which teachers rated as ineffective can request a private	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	Section 1 Page 2

conference with the superintendent			

Instruction Delivered by Teachers Rated Ineffective

Requirement	Statutory/Regulatory Authority	Examples of Relevant Information	Page Number(s)
The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	Section 1 Page 2
The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	Section 1 Page 2

ENGAGE. *Discover*. GROW.

Discovery Charter School Educator Evaluation Plan

Section 1: Evaluation Plan Overview

ENGAGE. Discover. GROW.

Evaluators and Training:

Discovery Charter School administration has been trained in using the RISE Evaluation and Development System. Evaluators will complete training no less than every 4 years.

Each year, all certified teachers will be evaluated using the RISE Evaluation and Development System by the building Principal. The RISE Evaluator and Teacher Handbook is included in Section 2.

The evaluations will occur in the following formats:

- For teachers in 0 – 3 years of experience at Discovery, or on an Improvement Plan:
  - o 2 short observations
  - o 2 long observations
- For teachers in 4 plus years of experience at Discovery (being rated as highly effective or effective):
  - o 2 short observations
  - o 1 long observation

*Short observations will not to exceed 15 minutes. Feedback will be provided to teacher within 3 days. Long observations will range between 20 – 40 minutes. Feedback will be provided to teacher within 2 days in the form of a post observation meeting.

Additional Certified Staff:

Discovery Charter School will evaluate additional certified personnel (School Nurse and Social Worker) using evaluations created by the school. These evaluations will give the certified staff member a rating out of 4 point scale. Evaluations for these certified staff members will be completed 2 times a year, both which will include a conference. Examples of these evaluations are included in Section 3.

Category Components of Certified Staff Evaluation:
- -Standards of Professionalism
- -Standards of Relationship Building
- -Standards of Ethics
- -Standards of School/Community Based Interventions
- -Standards within School Support Systems

Each descriptor under each of the above category will be rated on a 4 point scale:
  4: Excellent: Performance clearly and consistently exceeds normal expectations in the achievement of objectives in day-to-day functions of the job.

3: Proficient: Performance is acceptable in the achievement of objectives and day-to-day functions of the job

2: Needs Improvement: Performance level is below what is expected and deficiencies must be eliminated.

1: Not observed

The Assistant Principal will be evaluated by the Principal. The Principal will be evaluated by the Superintendent following Principal Evaluation form from RISE.

The Superintendent of Discovery Charter School's yearly evaluation will be completed by the Discovery Charter School Board of Directors.

Remediation & Ineffective Certified Employee Ratings:

For staff that require remediation in any areas, staff will work with administration to identify and participate in professional development opportunities that may also fulfill an individual's license renewal credits.

In the event that a teacher or other certified staff be rated as ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective.

If a student has been taught by a teacher who has received a rating of ineffective, the school office will place students in a classroom for the following year of a teacher rated as effective or highly effective to avoid having two ineffective teachers in 2 consecutive years.

In the event that the school is unable to comply with avoiding placing students in ineffective classrooms for 2 consecutive years, the school principal will email families directly, informing them of the situation. In the email, the principal will invite those parents to a meeting in which the principal will inform the parents what steps will be taken and resources that will be put in place to ensure their child will have a successful teacher and school year.

Additionally, a teacher found to have negative impact on student growth may be deducted up to 1 point from their final summative rating.

Negative impact on student learning shall be defined as follows:
 (1) For classes measured by statewide assessments with growth model data, the department
  shall determine and revise at regular intervals the cut levels in growth results that would

determine negative impact on growth and achievement.

(2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Certified Teacher Retention:

- Discovery Charter School teachers are evaluated following the RISE Evaluation and Development System.
- From RISE, teachers are rates as either Highly Effective (3.5 – 4.0), Effective (2.5 – 3.49), Improvement Necessary (1.75 – 2.49), and Ineffective (Less than 1.75).
- Determinations for Staff retention are based on Final RISE rating as well as staff members overall fit with the schools vision and belief in doing everything we can for our students.

Annually, Discovery Staff will have the evaluation plan made available to them during back to school PD week. Additionally, the Board of Directors will review and approve the staff evaluation plan in August, prior to the submission in September.

Certified Teacher Compensation (Depending on budget):
- Each year, returning certified staff will receive a % raise, based on budget will allow.
- Due to the fact that based on our budget, we pay our teachers comparatively less than local districts we offer larger raise increases to our top notch staff in an effort to keep them from leaving us for a higher paying position. These decisions are made by the administration.
- Bonuses are given at the end of the year to staff. Bonus amounts are determined by budget and may vary year to year. Bonus amounts are broke down into categories based on final RISE ratings. Below is an example of what the categories might be.
  - 3.90 – 4.0 = High Bonus
  - 3.75 – 3.89 = Mid Bonus
  - 3.50 – 3.74 = Low Bonus
- Teacher Appreciation Grant: If the school receives the Teacher Performance Grant from the State of Indiana for the previous school year, the award will be distributed amongst returning certified staff that were rated as either Effective or Highly Effective. The amount of the stipend awarded to a teacher rated as Highly Effective will be at least 25% greater than the amount of a stipend awarded to a teacher rated Effective.
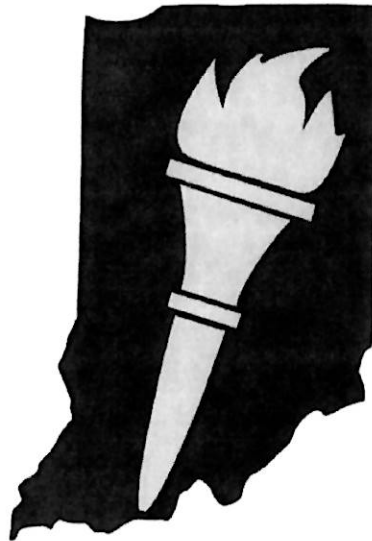
Section 2: RISE Evaluator and Teacher Handbook

Indiana
DEPARTMENT OF EDUCATION

RISE

Evaluation Model

Evaluator and Teacher Handbook Version 3.0

Contents

Indiana's State Model on Teacher Evaluation

Background/Context

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

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

- **Nothing we can do for our students matters more than giving them effective teachers.** Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

- **Teachers deserve to be treated like professionals.** Unfortunately, many evaluations treat teachers like interchangeable parts—rating nearly all teachers the same and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We are committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

- **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

Timeline for Development

The timeline below reflects the roll-out of the state model for teacher evaluation. Legislature required statewide implementation of new or modified evaluation systems compliant with IC 20-28-11.5-4 by school year 2012-2013. To assist corporations in creating evaluation models of their own, the state piloted RISE in school year 2011-2012. All documents for RISE version 1.0 were released by January 2012, and key lessons from the pilot led to RISE 2.0, the refined model of the original system. House Enrolled Act (HEA) 1002 (2020) amended existing I.C. 20-28-11.5-4 by removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee's annual evaluation performance plan. This legislative change led to the further refinement of the original system to create RISE 3.0.

Corporations may choose to adopt RISE entirely, draw on components from the model, or create their own system for implementation. Though corporations are encouraged to choose or adapt the evaluation system that best meet the needs of their local schools and teachers, in order to maintain consistency, only corporations that adopt the RISE system wholesale or make only minor changes may use the RISE label, and are thus considered by IDOE to be using a version of RISE. For a list of allowable modifications of the RISE system, see Appendix A.

Figure 1: Timeline for RISE design and implementation

* Note: Statewide implementation refers to corporations adopting new evaluations systems in line with Indiana Code requirements. RISE is an option and resource for corporations, but is not mandatory.

Performance Level Ratings

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

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

- **Effective:** An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

- **Improvement Necessary:** A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations. This is a teacher who a trained

evaluator has determined to require improvement in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes.

A System for Teachers

RISE was created with classroom teachers in mind and may not be always be appropriate to use to evaluate school personnel who do not directly teach students, such as instructional coaches, counselors, etc. Though certain components of RISE can be easily applied to individuals in support positions, it is ultimately a corporation's decision whether or not to modify RISE or adapt a different evaluation system for these roles. Corporations that modify RISE or adapt a different system for non-classroom teachers are still considered by the Indiana Department of Education to be using a version of RISE as long as they are using RISE for classroom teachers and this version of RISE meets the minimum requirements specified in Appendix A.

Overview of Components

Every teacher is unique, and the classroom is a complex place. RISE relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. While professional practice will be evaluated on the Indiana Teacher Effectiveness Rubric, corporations may also choose to incorporate additional components that fit local goals and context.

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

2. **Additional Components** – Current legislation allows for the following components to be used to inform teacher evaluations: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

Component 1: Professional Practice

Indiana Teacher Effectiveness Rubric: Background and Context

The Teacher Effectiveness Rubric was developed for three key purposes:

1. **To shine a spotlight on great teaching:** The rubric is designed to assist principals in their efforts to increase teacher effectiveness, recognize teaching quality, and ensure that all students have access to great teachers.

2. **To provide clear expectations for teachers:** The rubric defines and prioritizes the actions that effective teachers use to make gains in student achievement.

3. **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing teacher effectiveness along four discrete ratings.

While drafting the Teacher Effectiveness Rubric, the development team examined teaching frameworks from numerous sources, including:

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

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

Indiana Teacher Effectiveness Rubric: Overview

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

Figure 2: Domains 1-3 and Competencies

Domain 1: Planning

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

Domain 2: Instruction

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

Domain 3: Leadership

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

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

The Core Professionalism domain has four criteria:
- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

The Indiana Teacher Effectiveness Rubric

In Appendix C of this handbook, you will find the Teacher Effectiveness Rubric. All supporting observation and conference documents and forms can be found in Appendix B.

Observation of Teacher Practice: Questions and Answers for Teachers

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

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

What is the role of the primary evaluator?

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

What is a secondary evaluator?

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

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

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

What is an extended observation?

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

Are there mandatory conferences that accompany an extended observation?

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

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

How many extended observations will I have in a year?

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

Who is qualified to perform extended observations?

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

What is a short observation?

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

How many short observations will I have in a year?

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

Who is qualified to perform short observations?

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

Is there any additional support for struggling teachers?

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

Will my formal and informal observations be scored?

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

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

Evaluators should collect material outside of the classroom to assess these domains. Teachers should also be proactive in demonstrating their proficiency in these areas. However, evidence

collection in these two domains should not be a burden on teachers that detracts from quality instruction. Examples of evidence for these domains may include (but are not limited to):

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

What is a professional development plan?

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

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

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

Is there extra support in this system for new teachers?

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

Teacher Effectiveness Rubric: Scoring

Evaluators are not required to score teachers after any given observation. However, it is essential that during the observation the evaluator take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence that evaluators record during the observation should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. The difference between evidence and judgment is highlighted in the examples below.
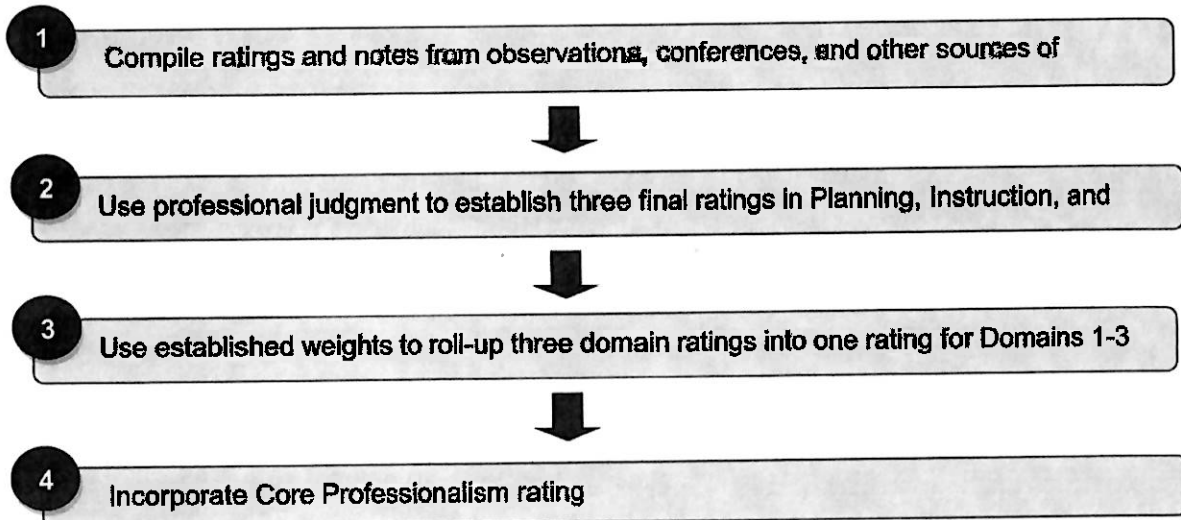
Figure 3: Evidence vs. Judgment

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

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

Figure 4: Mapping Evidence to Indicators

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

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

1 Compile ratings and notes from observations, conferences, and other sources of

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

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

4 Incorporate Core Professionalism rating

Each step is described in detail below.

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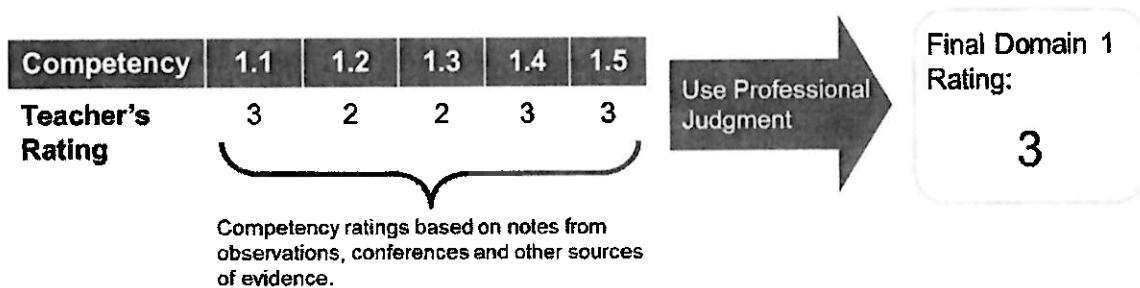
At the end of the school year, primary evaluators should have collected a body of information representing teacher practice from throughout the year. Not all of this information will necessarily come from the same evaluator, but it is the responsibility of the assigned primary evaluator to gather information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

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

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

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

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

Competency	1.1	1.2	1.3	1.4	1.5
Teacher's Rating	3	2	2	3	3

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

Use Professional Judgment

Final Domain 1 Rating:

3

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

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

Scoring Requirement: Planning and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (I) or 2 (IN) in Instruction, he or she cannot receive a rating of 4 (HE) in Planning.

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

At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-3. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and student actions. These are reflected in Domain 2: Instruction. Good instruction and classroom environment matters more than anything

else a teacher can do to improve student outcomes. Therefore, the Instruction Domain is weighted significantly more than the others, at 75%. Planning and Leadership are weighted 10% and 15% respectively.

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	10%	0.3
Domain 2: Instruction	2	75%	1.5
Domain 3: Leadership	3	15%	0.45
	Final Score		**2.25**

The calculation here is as follows:

1) Rating x Weight = Weighted Rating

2) Sum of Weighted Ratings = Final Score

4 **Incorporate Core Professionalism**

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

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

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

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

The final Teacher Effectiveness Rubric score is then combined with the scores from any additional measured components in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

The Role of Professional Judgment

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

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

Component 2: Additional Components

Additional Components: Overview

A fair, accurate, and comprehensive picture of a teacher's performance may require incorporating additional components that fit local goals and context. While the model plan does not dictate which components a corporation uses to inform summative evaluations; current legislation allows for the following to be considered: Test scores of students (both formative and summative); Classroom presentation observations; Observation of student-teacher interaction; Knowledge of subject matter; Dedication and effectiveness of the teacher through time and effort on task; Contributions of teachers through group teacher interactivity in fulfilling the school improvement plan; Cooperation of the teacher with supervisors and peers; Extracurricular contributions of the teacher; Outside performance evaluations; Compliance with school corporation rules and procedures; or Other items considered important by the school corporation in developing each student to the student's maximum intellectual potential and performance.

Scoring of additional components are combined with the Teacher Evaluation Rubric scores in order to calculate a final rating. Details of this scoring process are provided in the Summative Teacher Evaluation Scoring section.

Summative Teacher Evaluation Scoring

Options for Weighting of Measures

The primary goal of providing multiple options for corporations to choose between is to allow for the measurement of additional components, in addition to professional practice, that fit local goals and context.

Option 1: Weighting Measures for districts evaluating professional practice with additional components.
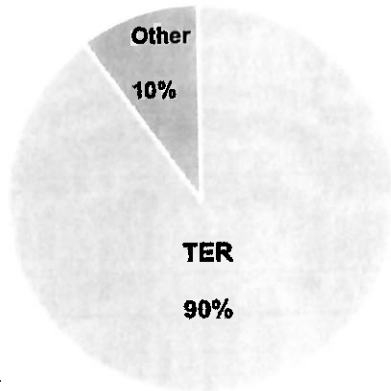
Option 2: Weighting Measures for districts evaluating professional practice without additional components.

Other 10%

TER 90%

TER 100%
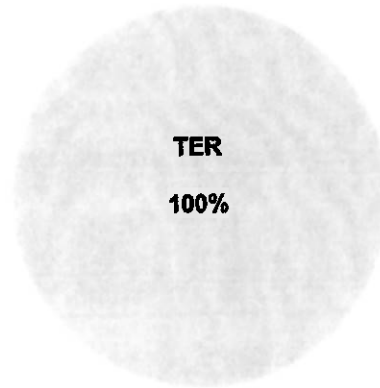
Compared across groups, the weighting looks as follows:

Component	Option 1	Option 2
Teacher Effectiveness Rubric	90%	100%
Other Components	10%	

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

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric	2.6	X 90%	= 2.34
Other Component	3	X 10%	= .30
Sum of the Weighted Scores			2.64

* To get the final weighted score, simply sum the weighted scores from each component.

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

2.85

Ineffective	Improvement Necessary	Effective	Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

The score of 2.64 maps to a rating of "Effective." Primary evaluators should meet with teachers in a summative conference to discuss all the information collected in addition to the final rating. A summative evaluation form to help guide this conversation is provided in Appendix B.

Glossary of RISE Terms

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

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

Competency: There are 19 competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A – Allowable Modifications to RISE

Corporations that follow the RISE guidelines exactly as written are considered to be using the *RISE Evaluation and Development System.*

If a corporation chooses to make minor edits to the RISE system, the system must then be titled "(Corporation name) RISE," and should be labeled as such on all materials. The edited system must meet the following minimum requirements listed below to use the name RISE:

- Professional Practice Component
    - Minimum number of short and extended observations
    - Minimum length for short and extended observations
    - Minimum requirements around feedback and conferencing
    - Use of the Teacher Effectiveness Rubric with all domains and competencies
    - Scoring weights for all Professional Practice domains, including Core Professionalism
    - Use of optional RISE observation/conferencing forms OR similarly rigorous forms (not checklists)
- Summative Scoring
    - Use of Option 1 or Option 2 Weights assigned to components of the summative model

If a corporation chooses to deviate from <u>any</u> of the minimum requirements of the most recent version of RISE, the corporation may no longer use the name "RISE Corporations can give any alternative title to their system, and may choose to note that the system has been "adapted from Indiana RISE."

Appendix B – Optional Observation and Conferencing Forms

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

Optional Observation Mapping Form 1 – By Competency

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

SCHOOL: _____ OBSERVER: _____

TEACHER: _____ GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____ START TIME: _____ END TIME: _____

2.1 OBJECTIVE	
Evidence	**Indicator**

2.2 CONTENT	
Evidence	**Indicator**

2.3 ENGAGEMENT

Evidence	Indicator

1.4 UNDERSTANDING

Evidence	Indicator

2.5 MODIFY INSTRUCTION

Evidence	Indicator

2.6 RIGOR	
Evidence	**Indicator**

2.7 MAXIMIZE INSTRUCTIONAL TIME	
Evidence	**Indicator**

2.8 CLASSROOM CULTURE	
Evidence	**Indicator**

2.9 HIGH EXPECTATIONS	
Evidence	**Indicator**

Overall Strengths:

Overall Areas for Improvement:

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

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

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

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

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

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

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

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

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____   END

TIME: _____

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

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

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

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

Action Steps for Teacher Areas of Improvement:
This section should be written by the teacher and evaluator during the post-conference.

Optional Post-Observation Form – Teacher

SCHOOL: _____   OBSERVER: _____

TEACHER: _____   GRADE/SUBJECT: _____

DATE OF OBSERVATION: _____   START TIME: _____   END

TIME: _____

Dear Teacher,

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

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Optional Mid-Year Professional Practice Check-In Form

SCHOOL: _____

SUMMATIVE EVALUATOR: _

_____

TEACHER: _____

GRADE/SUBJECT: _____

DATE: _____

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

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

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

Domain 1: Planning	Mid-Year Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable 1.3 Achievement Goals 1.4 Develop Standards-Based Unit Plans and Assessments 1.5 Create Objective-Driven Lesson Plans and Assessments 1.6 Track Student Data and Analyze Progress	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 2: Instruction	Mid-Year Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.3 Engage Students in Academic Content	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.4 Check for Understanding	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.5 Modify Instruction as Needed	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

2.7 Maximize Instructional Time	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.8 Create Classroom Culture of Respect and Collaboration	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**
2.9 Set High Expectations for Academic Success	
Mid-Year Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A**

Domain 3: Leadership	Mid-Year Assessment of Domain 3
3.1 Contribute to School Culture 3.2 Collaborate with Peers 3.3 Seek Professional Skills and Knowledge 3.4 Advocate for Student Success 3.5 Engage Families in Student Learning	
Mid-Year Rating (Circle One)	4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff. N/A

Domain 4: Professionalism	Mid-Year Assessment of Domain 4
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect	
Mid-Year Rating (Circle One)	**Meets Standards** **Does Not Meet Standards**

Optional Summative Rating Form

SCHOOL: _____   SUMMATIVE EVALUATOR: _____
TEACHER: _____   GRADE/SUBJECT: _____
DATE: _____

Note: Prior to the summative conference, evaluators should complete this form based on information collected and assessed throughout the year. A copy should be given to the teacher for discussion during the summative conference. For more information on the Student Learning Objectives component of this form, see the Student Learning Objectives Handbook.

Teacher Effectiveness Rubric Scoring

Number of Formal Observations: _____

Number if Informal Observations: _____

Domain 1: Planning	Competency Rating	Final Assessment of Domain 1
1.1 Utilize Assessment Data to Plan 1.2 Set Ambitious and Measurable Achievement Goals 1.3 Develop Standards-Based Unit Plans and Assessments 1.4 Create Objective-Driven Lesson Plans and Assessments 1.5 Track Student Data and Analyze Progress	1.1: _____ 1.2: _____ 1.3: _____ 1.4: _____ 1.5: _____	
Final Rating (Circle One)	**4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.**	

Domain 2: Instruction	Competency Rating	Final Assessment of Domain 2
2.1 Develop Student Understanding and Mastery of Lesson Objectives	2.1: _____	
2.2 Demonstrate and Clearly Communicate Content Knowledge to Students	2.2: _____	
	2.3: _____	
2.3 Engage Students in Academic Content		
	2.4: _____	
2.4 Check for Understanding		
	2.5: _____	
2.5 Modify Instruction as Needed		
	2.6: _____	
2.6 Develop Higher Level Understanding Through Rigorous Instruction and Work	2.7: _____	
2.7 Maximize Instructional Time	2.8: _____	
2.8 Create Classroom Culture of Respect and Collaboration	2.9: _____	
2.9 Set High Expectations for Academic Success		
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domain 3: Leadership	Competency Rating	Final Assessment of Domain 3
3.1 Contribute to School Culture	3.1: _____	
3.2 Collaborate with Peers	3.2: _____	
3.3 Seek Professional Skills and Knowledge	3.1: _____	
3.4 Advocate for Student Success	3.4: _____	
3.5 Engage Families in Student Learning	3.5: _____	
Final Rating (Circle One)		4 – High. Eff. 3 – Eff. 2- Improv. Nec 1 – Ineff.

Domains 1-3 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1		10%	
Domain 2		75%	
Domain 3		15%	

Final Score for Domains 1-3:

Follow the following formula to calculate by hand:

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

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

Domain 4: Professionalism	Final Assessment of Domain 4	
1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect		
Final Rating (Circle One)	**Meets Standards**	**Does Not Meet Standards**

Final Teacher Effectiveness Rubric Score

Directions: If the teacher "Meets Standards" above, deduct 0 points. The final Teacher Effectiveness Rubric score remains the same as in the previous step. If the teacher "Does Not Meet Standards", deduct 1 point from the score calculated in the previous step.

Final Teacher Effectiveness Rubric Score: _____

Final Summative Rating (Option 1)

Option 1		
Measure	**Rating (1-4)**	**Weighted Rating**
Teacher Effectiveness Rubric		
Other Components		

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective	Highly Effective

| 1.0 Points | 1.75 Points | 2.5 Points | 3.5 Points | 4.0 Points |

Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary

☐ Effective   ☐ Highly Effective

Teacher Signature

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

Signature: _____   Date: _____

Evaluator Signature

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

Signature: _____   Date: _____

Final Summative Rating (Option 2)

Option 2		
Measure	**Rating (1-4)**	**Weighted Rating**
Teacher Effectiveness Rubric		

Follow the following formula to calculate by hand:

1) Rating * % Weight = Weighted Rating
2) Sum of Weighted Ratings = Final Summative Score

Final Summative Evaluation Score: _____

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

Ineffective	Improvement Necessary	Effective		Highly Effective

1.0 Points	1.75 Points	2.5 Points	3.5 Points	4.0 Points

Note: Borderline points always round up.

Final Summative Rating:

☐ Ineffective   ☐ Improvement Necessary

☐ Effective   ☐ Highly Effective

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

Signature: _____   Date: _____

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

Signature: _____   Date: _____

Optional Professional Development Plan

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

Goal	Achieved?
1.	
2.	
3.	

Name:			
School:			
Grade Level(s):		Subject(s):	
Date Developed:		Date Revised:	
Primary Evaluator Approval	X	Teacher Approval	X

Professional Growth Goal #1

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

RISE

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

RISE
Evaluation Model

Professional Growth Goal #3

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

45 | P a g e

Appendix C – Indiana Teacher Effectiveness Rubric

On the following page, you will find the Indiana Teacher Effectiveness Rubric.
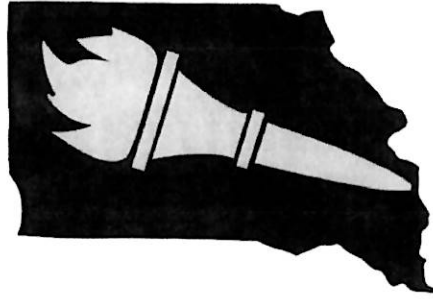
RISE

Indiana Teacher Effectiveness Rubric 3.0

Evaluation Model

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials.

DOMAIN 1: PURPOSEFUL PLANNING

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

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

		At Level 4, a teacher fulfills the criteria for Level 3 and additionally:	Based on unit plan, teacher plans daily lessons by:	Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments.
1.4	Create Objective-Driven Lesson Plans and Assessments	- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction	- Identifying lesson objectives that are aligned to state content standards. - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery and inform instruction	
1.5	Track Student Data and Analyze Progress	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Uses daily checks for understanding for additional data points - Updates tracking system daily - Uses data analysis of student progress to drive lesson planning for the following day	Teacher uses an effective data data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

Note: Level 4 and Level 3 columns continued:

1.4 Level 3 additionally under "Based on unit plan, teacher plans daily lessons by:":
- Identifying lesson objectives that are aligned to state content standards
- Matching instructional strategies and activities/assignments to the lesson objectives.

Teacher may *not*:
- Design assignments that are meaningful or relevant
- Plan formative assessments to measure progress towards mastery or inform instruction.

1.5 Level 3 "Teacher uses an effective data data tracking system for:":
- Recording student assessment/ progress data
- Maintaining a grading system

Teacher may *not*:
- Use data to analyze student progress towards mastery or to plan future lessons/units
- Have grading system that appropriately aligns with student learning goals

DOMAIN 2: EFFECTIVE INSTRUCTION

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.1: **Develop student understanding and mastery of lesson objectives**	Teacher is highly effective at developing student understanding and mastery of lesson objectives *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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	Teacher is effective at developing student understanding and mastery of lesson objectives - 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	Teacher needs improvement at developing student understanding and mastery of lesson objectives - 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	Teacher is ineffective at developing student understanding and mastery of lesson objectives - Lesson objective is missing more than one component. It may not be clear about what students are learning or will be able to do by the end of the lesson. - There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students. - Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important. - There may be no effort to connect objective to prior knowledge of students - Lesson is disorganized and does not lead to mastery of objective.

Notes:

1. One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).

2. In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various "centers", early-childhood inquiry-based lesson, etc). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.2: **Demonstrate and Clearly Communicate Content Knowledge to Students**	Teacher is highly effective at demonstrating and clearly communicating content knowledge to students *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Explanations spark student excitement and interest in the content - Students participate in each others' learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level	Teacher is effective at demonstrating and clearly communicating content knowledge to students - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher emphasizes key points or main ideas in content - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development	Teacher needs improvement at demonstrating and clearly communicating content knowledge to students - Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding - Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways - Explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development	Teacher is ineffective at demonstrating and clearly communicating content knowledge to students - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher does not emphasize main ideas, and students are often confused about content - Teacher fails to use developmentally appropriate language - Teacher does not implement new and improved instructional strategies learned via professional development

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.3:	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
Engage students in academic content	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do - Teacher effectively integrates technology as a tool to engage students in academic content	-3/4 or more of students are actively engaged in content at all times and not off-task - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective - Ways of engaging with content reflect different learning modalities or intelligences - Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged - ELL and IEP students have the appropriate accommodations to be engaged in content - Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)	- Fewer than 3/4 of students are engaged in content and many are off-task - Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher may miss opportunities to provide ways of differentiating content for student engagement - Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective - ELL and IEP students are sometimes given appropriate accommodations to be engaged in content - Students may appear to actively listen, but when it comes time for participation are disinterested in engaging	- Fewer than 1/2 of students are engaged in content and many are off-task - Teacher may only provide one way of engaging with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content - Teacher does not differentiate instruction to target different learning modalities - Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students - ELL and IEP students are not provided with the necessary accommodations to engage in content - Students do not actively listen and are overly disinterested in engaging.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.4: **Check for Understanding**	Teacher is highly effective at checking for understanding	Teacher is effective at checking for understanding	Teacher needs improvement at checking for understanding	Teacher is ineffective at checking for understanding
	For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward)	- Teacher sometimes checks for understanding of content, but misses several key moments	- Teacher rarely or never checks for understanding of content, or misses nearly all key moments
	- Teacher checks for understanding at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	- Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate "pulse" of the class's understanding	- Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding	-Teacher does not check for understanding, or uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of the class's understanding
	- Teacher uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking	- Teacher uses wait time effectively both after posing a question and before helping students think through a response	- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content	- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.
		- Teacher doesn't allow students to "opt-out" of checks for understanding and cycles back to these students	- Teacher sometimes allows students to "opt-out" of checks for understanding without cycling back to these students	- Teacher frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students
		- Teacher systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)	- Teacher may occasionally assess student mastery at the end of the lesson through formal or informal assessments.	- Teacher rarely or never assesses for mastery at the end of the lesson

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

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

Notes:

1. In order to be effective at this competency, a teacher must have at least scored a 3 on competency 2.4 - In order to modify instruction as needed, one must first know how to check for understanding.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.6:	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
Develop Higher Level of Understanding through Rigorous Instruction and Work	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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 aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts. - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding. - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:
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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.7: **Maximize Instructional Time**	Teacher is highly effective at maximizing instructional time *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher - Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) - Students share responsibility for operations and routines and work well together to accomplish these tasks - All students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are always addressed without major interruption to the lesson	Teacher is effective at maximizing instructional time - Students arrive on-time and are aware of the consequences of arriving late (unexcused) - Class starts on-time - Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher - Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately so as best to lead students towards mastery of objective - Almost all students are on-task and follow instructions of teacher without much prompting - Disruptive behaviors and off-task conversations are rare; When they occur, they are almost always addressed without major interruption to the lesson.	Teacher needs improvement at maximizing instructional time - Some students consistently arrive late (unexcused) for class without consequences - Class may consistently start a few minutes late - Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed - There is more than a brief period of time when students are left without meaningful work to keep them engaged - Teacher may delegate lesson time inappropriately between parts of the lesson - Significant prompting from the teacher is necessary for students to follow instructions and remain on-task - Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem.	Teacher is ineffective at maximizing instructional time - Students may frequently arrive late (unexcused) for class without consequences - Teacher may frequently start class late. - There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times - There are significant periods of time in which students are not engaged in meaningful work - Teacher wastes significant time between parts of the lesson due to classroom management. - Even with significant prompting, students frequently do not follow directions and are off-task - Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson.

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.

2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.8:	Teacher is highly effective at creating a classroom culture of respect and collaboration	Teacher is effective at creating a classroom culture of respect and collaboration	Teacher needs improvement at creating a classroom culture of respect and collaboration	Teacher is ineffective at creating a classroom culture of respect and collaboration
Create Classroom Culture of Respect and Collaboration	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance - Students reinforce positive character and behavior and discourage negative behavior amongst themselves	- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions	- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others	- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior

Notes:

1. If there is one or more instances of disrespect by the teacher toward students, the teacher should be scored a Level 1 for this standard.

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
Competency 2.9:	Teacher is highly effective at setting high expectations for academic success.	Teacher is effective at setting high expectations for academic success.	Teacher needs improvement at setting high expectations for academic success.	Teacher is ineffective at setting high expectations for student success.
Set High Expectations for Academic Success	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work and understand why it is important	- Teacher sets high expectations for students of all levels - Students are invested in their work and value academic success as evidenced by their effort and quality of their work - The classroom is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Teacher celebrates and praises academic work. - High quality work of all students is displayed in the classroom	- Teacher may set high expectations for some, but not others - Students are generally invested in their work, but may occasionally spend time off-task or give up when work is challenging - Some students may be afraid to take on challenges and risk failure (hesitant to ask for help when needed or give-up easily) - Teacher may praise the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom	- Teacher rarely or never sets high expectations for students - Students may demonstrate disinterest or lack of investment in their work. For example, students might be unfocused, off-task, or refuse to attempt assignments - Students are generally afraid to take on challenges and risk failure due to frequently discouraging comments from the teacher or peers - Teacher rarely or never praises academic work or good behavior - High quality work is rarely or never displayed in the classroom

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

DOMAIN 3: Teacher Leadership

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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Contribute to School Culture	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class	**Teacher will:** - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class	**Teacher will:** - Contribute occasional ideas and expertise to further the school's mission and initiatives **Teacher may not:** - Frequently dedicates time to help students and peers efficiently outside of class	Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers.
3.2 Collaborate with Peers	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups such as Professional Learning Communities	**Teacher will:** - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to others in need	**Teacher will:** - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed **Teacher may not:** - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
3.3 Seek Professional Skills and Knowledge	At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Regularly share newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions	**Teacher will:** - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices into instruction, where applicable - Welcome constructive feedback to improve practices	**Teacher will:** - Attend all mandatory professional development opportunities **Teacher may not:** - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction - Accept constructive feedback well	Teacher rarely or never attends professional development opportunities. Teacher shows little or no interest in new ideas, programs, or classes to improve teaching and learning

3.4	**Advocate for Student Success**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:** - Display commitment to the education of all the students in the school - Make changes and take risks to ensure student success	**Teacher will:** - Display commitment to the education of all his/her students - Attempt to remedy obstacles around student achievement - Advocate for students' individualized needs	**Teacher will:** - Display commitment to the education of all his/her students **Teacher may not:** - Advocate for students' needs	Teacher rarely or never displays commitment to the education of his/her students. Teacher accepts failure as par for the course and does not advocate for students' needs.
3.5	**Engage Families in Student Learning**	**At Level 4, a teacher fulfills the criteria for Level 3 and additionally:** - Strives to form relationships in which parents are given ample opportunity to participate in student learning - Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events	**Teacher will:** - Proactively reach out to parents in a variety of ways to engage them in student learning - Respond promptly to contact from parents - Engage in all forms of parent outreach required by the school	**Teacher will:** - Respond to contact from parents - Engage in all forms of parent outreach required by the school **Teacher may not:** - Proactively reach out to parents to engage them in student learning	Teacher rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

Core Professionalism Rubric

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

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

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

Section 3: Additional Certified Staff Evaluation Samples

Indiana School Nurse Evaluation

Printed: August 18, 2018 at 2:45pm

Domain 1: Planning and Preparation

1.1 Demonstrates knowledge of the practice of school nursing by utilizing education, skills and judgment in planning nursing care of students, age 3 to age 22. School nursing practice includes direct care, preventive health care, health education, healt

Nurse consistently exhibits a pattern of effectively demonstrating the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of appropriate plan of action/care. *(1.1.HE.1)*

Nurse effectively demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in the development, implementation and evaluation of effective plan of action/care. *(1.1.E.1)*

Nurse sporadically demonstrates the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care. *(1.1.IN.1)*

Nurse rarely or minimally displays the ability to compare and contrast clinical findings with normal and abnormal variations, child development and cultural diversity in planning and developing appropriate plan of action/care. *(1.1.I.1)*

Nurse consistently integrates and applies an understanding of nursing knowledge by using the nursing process to develop and evaluate health care services for the students. Effectively and efficiently facilitates connections with student service personnel, health care providers, and other agencies. *(1.1.HE.2)*

Nurse effectively integrates understanding of nursing knowledge by using the nursing process to develop and evaluate school health care services program for students. Facilitates connections with student services personnel and health care providers. *(1.1.E.2)*

Nurse sporadically integrates an understanding of nursing knowledge by using the nursing process to develop and evaluate a school health services program for students. *(1.1.IN.2)*

Nurse rarely or minimally integrates an understanding of nursing knowledge by using the nursing process to develop a school health services program for students. *(1.1.I.2)*

Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Nurse is an active member of the crisis team and has incorporated emergency care and first aid measures in the School Safety Plan for all students. *(1.1.HE.3)*

Nurse consistently utilizes and demonstrates knowledge of current epidemiology of injuries and emergencies in planning health care of students. Every student needing emergency care has an emergency care plan and first aid measures are communicated to all school personnel. *(1.1.E.3)*

Nurse demonstrates partial knowledge and understanding of the epidemiology of injuries and emergencies in planning health care services of students. Emergency care plans are minimal. *(1.1.IN.3)*

Nurse demonstrates little or no current knowledge of the epidemiology of injuries and emergencies in planning health care of students. There are no emergency care plans. *(1.1.I.3)*

Indiana School Nurse Evaluation

Printed: August 18, 2018 at 2:45pm

Nurse is consistent in seeking and applying current knowledge and information of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel, community members and local and state health departments is consistently demonstrated. (Is aware of reporting regulations concerning 20% absence rate). (1.1.HE.4)	Nurse effectively applies current knowledge of the epidemiology of infectious and communicable diseases in planning and evaluating the school health services program which includes an immunization program. Collaboration with parents, health care providers, school personnel and local and state health departments is evident. (1.1.E.4)	Nurse displays familiarity of current epidemiology of infectious and communicable diseases in planning the school health services program which includes an immunization program. There is minimal evidence of collaboration with local and state health departments. (1.1.IN.4)	Nurse demonstrates limited or no current knowledge of the epidemiology of infectious and communicable diseases in planning the school health services program, which includes an immunization program. Local health department collaboration is lacking. (1.1.I.4)
Nurse actively seeks and effectively uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program that displays collaboration of health care providers and community/state resources. (1.1.HE.5)	Nurse consistently and efficiently uses current knowledge of the pathophysiology, signs, symptoms, and treatment of acute and chronic conditions in planning and evaluating the school health services program. (1.1.E.5)	Nurse sporadically integrates current knowledge of the pathophysiology, signs and symptoms of acute and chronic conditions in planning the school health services program. (1.1.IN.5)	Nurse displays minimal or no current knowledge of the patho-physiology, signs, symptoms, and treatment of acute and chronic conditions in planning the school health services program. (1.1.I.5)
Nurse is consistent in effectively and efficiently using evidence based medication and treatment regimens for students in planning and documenting nursing care, which includes teaching students and engaging students in their health care. (1.1.HE.6)	Nurse consistently verifies knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care. (1.1.E.6)	Nurse demonstrates limited knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care. (1.1.IN.6)	Nurse has minimal or no current knowledge of evidence based medication and treatment regimens for the students in planning and documenting nursing care. (1.1.I.6)

1.2 Demonstrates knowledge of child and adolescent development related to learning, health literacy, health education and behavior during school health assessments, and required screenings with involvement of student, staff and parents.

The nurse's practice is highly effective by using accurate and current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff and health care providers is consistently practiced. Actively seeks to increase knowledge of the population served through health literacy experiences for the student. (1.2.HE)	Nurse consistently practices accurately and effectively in current understanding of physical, mental and psychosocial development of students during school assessment of health status, instruction and education; communication with student, parents, school staff, and health care providers. (1.2.E)	Nurse displays minimal knowledge of physical, mental and psychosocial development of student, assessment of health status, instruction and education of students; displays minimal communication with student, parents, school staff and health care providers. (1.2.IN)	Nurse has no or limited current knowledge of physical, mental, and psychosocial development of students , assessment of health status, instruction and education of students; lacks communication with student, parents, school staff and health care providers. (1.2.I)

1.3 Establishes goals and outcomes for nursing services appropriate to the educational setting, vision and mission of the

Indiana School Nurse Evaluation

Printed: August 18, 2018 at 2:45pm

~~school, and the physical, mental, emotional and psychosocial needs of students.~~

Nurse consistently exhibits an effective practice that includes development of goals and objectives that creates a healing environment through alignment of health and education needs of students, vision and mission of the school, and the school improvement plan. Conducts a formal assessment to evaluate the school health services program which is communicated to the administration. *(1.3.HE)*

Nurse consistently develops goals and objectives that effectively reflect alignment of the health and education needs of the students, vision and mission of the school, and the school improvement plan. A formal assessment of the school health services program is developed and implemented. *(1.3.E)*

Nurse develops goals and objectives that are suitable for some students, but they are not aligned to the health and education needs of the students, nor do they include a formal assessment of the school health services program. *(1.3.IN)*

Nurse develops limited goals and objectives without alignment of priority health and education needs/problems of the students, vision and mission of school, and the school improvement plan. Consistently fails to develop a formal assessment of the school health services program. *(1.3.I)*

1.4 Demonstrates knowledge of local, state, and federal governance, health and education laws and rules, school district policies, procedures and resources.

Nurse contacts various agencies to facilitate referral and utilization of resources for health care, housing and financial issues. Knowledge of school governance, school policies, health and education rules and laws and community norms and culture is practiced daily The nurse serves on the coordinated school health advisory council, and monitors school policies for change. *(1.4.HE)*

Nurse consistently maintains a list of resources available for the needs of students and their families that include health care, housing, and financial issues. Knowledge of school governance, state regulations, health and education laws and rules and school policies and procedures is consistently evident in practice of nursing. *(1.4.E)*

Nurse displays an awareness of regulations and resources for students available through the school district, but limited in knowledge of resources available in the community. Knowledge of school governance, state regulations, health and education laws, school policies and procedures are rarely evident in nursing practice. *(1.4.IN)*

Nurse has little or no knowledge of resources that are available for the school population, exhibits limited knowledge of school governance, health and education laws and rules and school policies and procedures in planning for the health, safety and well being of students. *(1.4.I)*

Domain 2: The Environment

2.1 Creates a safe, healthy and nurturing environment with disciplined respectful behavior that reflects a caring and supportive relationship and follows the Code of Ethics for Nurses.

Students seek out the nurse, reflecting a high degree of comfort, trust and respect in the relationship for receiving effective health care. Active membership in the School Wellness /School Health Committee is displayed. The nurse consistently models a caring and supportive relationship that provides an environment that is safe, healthy and promotes well being. *(2.1.HE)*

The interactions of the nurse with students are consistently positive and respectful while recognizing culture and diversity, and the nurse modeling behaviors that provide an environment that is safe, healthy and promotes well being. Serves as a contributing member of the School Wellness / School Health Committee. *(2.1.E)*

The interactions of the nurse with students are a mix of positive and negative, with some students refusing to visit the nurse. Nurse is rarely known for respectful and individualized care of students. *(2.1.IN)*

The interactions of the nurse with at least some students are negative and/or inappropriate in providing care or responding to needs of students. *(2.1.I)*

Indiana School Nurse Evaluation

Printed: August 18, 2018 at 2:45pm

DISCOVERY CHARTER
800 CANDLE DRIVE | PORTER, IN 46304
P. 219-983-9600 | DISCOVERYCHARTER.ORG

2.2 ~~Follows health protocols and procedures for safe and effective health care that is evidenced based. Collaborates with~~ local and state health departments, and other county and state government agencies.

Procedures and protocols for the nursing office are seamless, anticipating unexpected situations. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Nurse is known for willingness to accept students and any procedures they might require, using evidence based practice that is consistently highly effective. Initiates collaborative relationships with local and state departments of health, and other government agencies. Consistently initiates collaboration with health departments and other county and state agencies. Substitute nurses are trained and have regularly scheduled contact with the lead nurse. *(2.2.HE)*

Procedures are readily available, consistently up-dated and reflect evidence based practice. Nurse readily accesses resources for evidence based practices. Required vision and hearing screenings are scheduled in advance with notification of students, parents and staff. Collaboration with health departments and other county and state agencies is evident in practice. The substitute nurses have been contacted and understand their role. *(2.2.E)*

Procedures are available, but not consistently up-dated or followed. Nurse has used few resources to learn about evidence based practices, but refuses to change. Required vision and hearing screenings are scheduled without notification of students, parents or staff. There is a list of substitute nurses available, but no plan for routinely contacting them. *(2.2.IN)*

Procedures for the nursing office are nonexistent or in disarray. Nurse refuses to learn new procedures necessary for safe and effective care of students. Nurse is unaware of evidence based practice, and does not know where to find the information. Required vision and hearing screenings are rarely scheduled to meet the accreditation requirements. There is no plan for substitute nursing services. *(2.2.I)*

2.3 Organizes health office physical space with equipment and supplies readily available. Follows confidentiality as required by HIPPA/ FERPA requirements and utilizes universal precautions

Health office is efficiently organized, safe, and is highly appropriate for all planned and emergency care and activities. Medications are properly stored and well organized. A daily schedule of students' medications and treatments is well organized and readily accessible to nurse and substitute nurse. A high level of confidentiality and respect is the norm for care, information and record keeping in the nurse's office. HIPAA/FERPA and universal precaution are seamlessly incorporated into delivery of nursing services. *(2.3.HE)*

Health office is well organized and is appropriately effective for planned and emergency care and activities. Medications are properly stored and organized, and easily found for student administration. A daily schedule of medications and treatments is accessible to nurse and substitute nurse. Respect and confidentiality of student/staff health information and records is maintained. Nurse consistently follows universal precautions when delivering health services. *(2.3.E)*

Attempts to create a well-organized and safe physical environment are partially successful. Medications are stored properly but are difficult to find for each student. Poorly organized schedule of medications and treatments is accessible to nurse or substitute nurse. Nurse makes minimal efforts to ensure confidentiality of health status, health information and records of students and staff. Nurse inconsistently follows HIPAA/FERPA, and universal precautions when delivering health services. *(2.3.IN)*

The health office is in disarray or not prepared for planned activities. Medications are not properly stored. No schedule of medications and treatments is readily accessible for nurse or substitute nurse. Nurse fails to ensure and maintain confidentiality of health status, information and records, and has limited or no knowledge of HIPAA/FERPA in protecting students and staff. Nurse does not adhere to practice of universal precautions. *(2.3.I)*

Domain 3: Delivery of Services

3.1 Establishes and maintains procedures for effective prevention, assessment, intervention and referrals; collects relevant health and education information to develop health services.

Nurse conducts individualized detailed assessments of students incorporating the vision and mission of the school, in the prevention, intervention and referral for the delivery of consistently efficient and effective care. Evaluation of identified outcomes that contribute to maximum student health and school performance of students is included. *(3.1.HE)*

Nurse assesses individual students incorporating the mission and vision of school in the prevention, assessment, intervention and referral for the efficient and effective delivery of school health services. *(3.1.E)*

Nurse assessments of students are perfunctory. Goals and objectives ignore mission and vision of school and needs of students for the delivery of effective school health services. *(3.1.IN)*

Nurse does not assess student needs or the assessments result in inaccurate or no action. Goals and objectives for school health services are lacking and do not support the organization and the delivery of safe and effective nursing practice. *(3.1.I)*

3.2 Administers health care regimens for medication, treatment, anticipatory health counseling , emergencies and crisis intervention that assists instruction, learning and academic achievement.

Medications are administered or delegated by nurse following school board policy and Nurse Practice Act. Training for staff is planned, implemented, supervised, and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are well organized format, and signed release and parent permission forms are efficiently stored and available. Information for substitute nurses is available and well organized. Students become independent in self management for timely appointments, or independently take medications and follow designated safe routines and procedures. Program planning, management and evaluation is expertly completed and reported. *(3.2.HE)*

Medications are administered or delegated by nurse following school policy and Nurse Practice Act. Signed release forms and implemented, supervised and recorded. Medication administration information is recorded in appropriate format, and signed release and parent permission forms are conveniently stored and available when needed. Information for substitute nurses is needed, and well organized. Program planning, management and evaluation results are regularly submitted to the administration. *(3.2.E)*

Medications are administered by nurse following school board policy and Nurse Practice Act. Signed release forms and student information from parents are not conveniently stored and records of medication administration are inconsistent. Information for substitute nurses is poorly organized. Program planning, management and evaluation are sporadic and not inclusive for emergency or crisis situations. *(3.2.IN)*

Medications are administered by nurse without regard or knowledge of the Nurse Practice Act, state laws and rules or school board policy. No plans for staff or substitute nurses are available. Program planning, management and evaluation is lacking. Is unaware of the emergency/safety plan for the buildings or the school improvement plan. *(3.2.I)*

3.3 Promotion of staff and student wellness through policies, coordination, intentional individual interactions and group presentations and activities

Nurse's coordination and intentional individual interactions and group presentations are consistently effective with students and staff assuming an active role in the school in promoting wellness, a healthy lifestyle, and preventing disease. Data collection and evaluation methods are in place. *(3.3.HE)*

Nurse coordinates and intentional interacts with individual and group presentations which result in students and staff acquiring the knowledge, skills and attitudes that help them adopt a healthy lifestyle that promotes wellness, and prevents disease reflecting an effective nursing practice. *(3.3.E)*

Nurse efforts to promote staff and student wellness, health promotion, and/or disease prevention through intentional individual interactions and group presentations are partially completed without organization or evaluation. *(3.3.IN)*

Nurse interactions with staff and students fail to promote wellness, health services delivery reflects lack of knowledge and understanding of health promotion and/or disease prevention. *(3.3.I)*

3.4 Managing urgent and emergent health care needs within the school environment, and related activities.

DISCOVERY CHARTER
800 CANTONIE DRIVE | PORTER, IN 46304
P: 219-983-3800 | DISCOVERYCHARTER.ORG

Nurse plans in collaboration with administration, school safety specialist, staff and community have been practiced for many situations. Students, staff and parents know their responsibilities in case of emergencies. *(3.4.HE)*

Nurse plans, in collaboration with administration, Safety Specialist and other staff, for multiple situations that recognize community resources, includes training for students and staff on effective responses to emergencies. *(3.4.E)*

Nurse has plans for emergency situations for the most frequently occurring events, knows where School Safety Plan is located, but has not collaborated with community resources, administration or other staff. *(3.4.IN)*

Nurse has no contingency plans for emergency situations, has not read the School Safety Plan and there is no plan for parent notification or staff training. *(3.4.I)*

3.5 Developing specialized (individualized) educational programs with health care plans and services for students with diverse medical and cultural needs, some of whom are identified meeting 504 requirements or special education, with IEP/IHP plans; work

Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health care plans for the classroom and related school activities. Nurse is continually seeking ways to improve nursing care and locates and shares information and resources both within and outside the school for the safe, effective and specialized nursing care of students. *(3.5.HE)*

Nurse initiates collaboration with parents, health care providers and staff in developing individualized educational and health plans for students with diverse health and educational needs. Health assessments are consistently completed for students in special education, or that meet the 504 qualifications, thereby signifying an effective nursing practice. *(3.5.E)*

Nurse collaborates with parents, health care providers and classroom teachers in developing individualized educational, classroom programs/plans, and individualized health care plans when specifically asked. This lack of initiative and planning for the needs of students is unacceptable. *(3.5.IN)*

Nurse declines to collaborate with parents, health care providers, and classroom teachers to develop specialized (individualized) educational and health care plans for students. These plans, which are lacking, are indicative of incomplete planning for safety and health care needs of students. *(3.5.I)*

Domain 4: Professional Responsibilities

4.1 Knows and utilizes the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nursing; health and educational laws and rules. Displays current licensure from the Indiana Professional Lice

Indiana School Nurse Evaluation

Printed: August 18, 2018 at 2:45pm

Registered nurse license is in good standing from IPLA. Indiana School Nurse Certification is current and nurse continues to pursue professional development and education related to school nursing. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and reflections and evaluation of his/her nursing practice is highly accurate and perceptive, citing specific examples. Nurse expertly draws on an extensive repertoire, including the School Improvement Plan, to implement alternate strategies for care. Maintains current CPR/AED certification, trains and/or identifies certified staff, circulates first aid/emergency care information to staff, and maintains a safe nursing practice. (4.1.HE)

Registered nurse license from IPLA is in good standing and Indiana School Nurse Certification is in the planning stage by continuing to pursue professional development and education for school nursing practice. Nurse adheres to the Indiana Nurse Practice Act, Scope and Standards of School Nursing, Code of Ethics for Nurses, Student Services Rule and provides an accurate and objective description of his/her practice. Specific goals, objectives and evaluation of the school nurse practice are timely and complete. Specific suggestions regarding the improvement of school health services are identified with a detailed plan for change.   Maintains current CPR/AED certification, and meets the standards of care for a safe environment. (4.1.E)

Registered Nurse license is in good standing from IPLA. Nurse is aware of the Indiana Nurse Practice Act, Student Services Rule, Code of Ethics for Nurses, Scope and Standards of School Nursing Practice and reflections and evaluations of his/her own practice is moderately accurate but objectivity is lacking. Nurse's suggestions for improvement are global, but lack an assessment. Maintains current CPR/AED certification, but does not actively seek involvement of other staff in maintaining a safe environment.   (4.1.IN)

Nurse does not maintain Professional Nurse License from IPLA. Nurse does not appear to know the Indiana Nurse Practice Act, Student Services Rule, Scope and Standards of School Nursing Practice, Code of Ethics for Nurses and does not reflect and evaluate his/her own practice or the reflections are inaccurate or self-serving. Nurse does not maintain current CPR/AED certification. (4.1.I)

4.2 Maintaining health records in accordance with school board policy, HIPAA/FERPA, and state and federal requirements; all reports are accurate and timely to meet accreditation requirements, and ensure health and safety of students.

Nurse consistently exceeds in keeping relevant and accurate health information on all students in building(s). The health record is systematic and efficient with data used for program management, administrative reporting and school health program evaluation. Student health plans are fully effective and parents, staff and students participate in their development. Immunization records, medication and treatment documentations are always timely, complete, and follow state and district requirements, and confidentiality is highly maintained. (4.2.HE)

Nurse is consistently proficient in recording information on all students in the building(s). Reports, records, and documentation are accurate and submitted in a timely manner. Student health plans are effective and complete. Immunization records, medication and treatment documentation are timely, complete, and follow state and district requirements. Health status records are kept, and reviewed for safe, effective and confidential nursing. (4.2.E)

Nurse usually keeps current information on all students in the building(s). Reports, records and documentation are sometimes accurate, but occasionally late and do not follow Record Retention Policy. Student health plans are incomplete or partially effective. Health information is limited and not efficiently recorded. Immunization records and medication and treatment documentation are adequate and follow state and district requirements. (4.2.IN)

Nurse does not keep up-to-date health information on all students in building(s). Information is in disarray and incomplete. Nurse's reports, records, and documentation are late or inaccurate. Student health plans do not exist or are in disarray. Immunization records, medication, treatment and health status documentation does not exist or is incomplete. (4.2.I)

4.3 Communicating with students, school staff, families and community members about school health.

Indiana School Nurse Evaluation

Printed: August 18, 2018 at 2:45pm

Nurse is proactive in providing complete information to others regarding the school health program, frequently in the leadership role. Nurse utilizes a variety of communication techniques that includes a home visit with individual families regarding their child's health care needs. Nurse is proactive and assumes leadership in handling routine, unexpected and emergency situations with parents and treats parents with respect and empathy; and the delivery of consistently effective school health services is evident. *(4.3.HE)*

Nurse consistently provides thorough and accurate information to others regarding the school health program and communicates respectfully with individual families regarding their child's health needs. Nurse is respectful and friendly to families, handles routine, unexpected and emergency situations, and adheres to confidentiality practices. School health services are recognized for their effectiveness. *(4.3.E)*

Nurse provides limited information to others regarding the school health program as an integral part of the educational program. Nurse interacts and communicates respectively with families about their child's health care needs, but has difficulty with confidentiality in obtaining and using health information in multiple situations. *(4.3.IN)*

Nurse provides no information to others regarding school health and nursing practice is not an integral part of the educational program. Nurse avoids parent contact, does not show respect for families, or have an established method for parent communication concerning their child's health needs. *(4.3.I)*

4.4 Actively participates in the professional community for professional growth, and in the performance of delivering safe and effective school health services.

Nurse is supportive and cooperative with all staff working as a team. Nurse volunteers and participates in building and district events and committees and assumes a leadership role. Nurse understands both health and education priorities of the school, and participates in local, state and national professional organizations. Nurse actively pursues and attends professional development activities, makes a contribution by volunteering for committee work at local, state/national meetings and contributes to the development of other nurses by mentoring, workshops, webinars, and the Learning Connection. *(4.4.HE)*

Nurse is supportive and works in a cooperative effort with staff and peers. Nurse volunteers and participates in building and district events and committees, making a substantial contribution to the learning environment of students, and reflective of a practice that understands the connection between health and education. Nurse consistently seeks professional development opportunities in health and education, and attends local, state and national activities/meetings, developing resources, mentoring and contributing to the Learning Connection. *(4.4.E)*

Nurse's relationship with staff and peers is cordial and nurse participates in required building and district events and committees only when requested. Nurse participates in professional development on a limited basis when required by the school, frequently only attending professional development related to health. There is no display of recognition of the connection between health and education. *(4.4.IN)*

Nurse's relationship with staff and peers is negative and self-serving. Nurse avoids involvement in building and district committees and events. Avoids educational meetings. Nurse does not engage in professional development when it is clearly a necessity for developing and maintaining nursing knowledge and skills. *(4.4.I)*

Elementary/Middle School Counselor Effectiveness Rubric

Printed: August 18, 2018 at 2:46pm

Domain 1: Purposeful Planning
1.1 Plans the counseling program, integrated with the regular school program

Well organized counseling plans that are effective and clearly communicated; able to perform additional tasks as well as manage case load effectively (i.e. in-services, special projects, various school committees, etc.). *(1.1.HE.1)*

Counseling plans are clearly communicated so students and staff understand them; Manages case load effectively. *(1.1.E.1)*

Counseling plans are infrequently clear to students and staff; Only able to occasionally manage case load effectively. *(1.1.IN.1)*

Counseling plans are consistently unclear or nonexistent; Unable to manage case load effectively. *(1.1.I.1)*

1.2 Promotes a safe school environment

Provides a safe environment in which students are provided opportunities to present their needs and concerns, promotes and assists in the development of safe school plans; e.g. crisis plans, suicide interventions, safety team, crisis interventions, responsive services, etc. *(1.2.HE.1)*

Provides a safe environment in which students can present their needs and concerns. *(1.2.E.1)*

Sometimes provides a safe environment in which students can present their needs and concerns. *(1.2.IN.1)*

Rarely or never provides a safe environment in which students can present their needs and concerns. *(1.2.I.1)*

1.3 Establishes goals for the counseling program appropriate to the setting and the students served

Goals for the counseling 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. *(1.3.HE.1)*

Goals for the counseling program are clear and appropriate to the situation In the school and to the age of the students. *(1.3.E.1)*

Goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. *(1.3.IN.1)*

No clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. *(1.3.I.1)*

Doman 2: Student Assistance Servicesc
2.1 Utilizes assessment data to monitor student achievement and works collaboratively to enhance student success.

Elementary/Middle School Counselor Effectiveness Rubric

Printed: August 18, 2018 at 2:46pm

Believes and sets high expectations for the learning of all students including those with various special needs. High expectations are established and maintained throughout the planning and implementation of academic, personal, and social development activities. *(2.1.HE.1)*

Demonstrates belief that all students can learn through school counseling activities which support academic, personal, and social development; convey high expectations for student success. *(2.1.E.1)*

Inconsistently demonstrates the belief that all students can learn through school counseling activities which support academic, personal, and social development. Conveys minimal expectations for student success. *(2.1.IN.1)*

Does not demonstrate the belief that all students can learn through school counseling activities; students are not motivated and challenged to succeed through school counseling activities. *(2.1.I.1)*

2.2 Identifies and uses counseling strategies and resources that are appropriate to the individual needs of students

Create and use an extensive repertoire of counseling strategies and resources appropriate to the individual and social needs of students. Designs a wide range of counseling goals that are flexible and challenging for a broad diversity of students with various learning styles. Modalities and "multiple intelligences" are applied for maximum learning. *(2.2.HE.1)*

Identify and use counseling strategies and resources that are appropriate to the individual and special needs of students by demonstrating knowledge of the different ways students learn; design counseling activities to benefit the greatest number of students; use flexible curriculum to accommodate different learning styles. *(2.2.E.1)*

Demonstrates limited use of counseling strategies and resource knowledge appropriate to meet individual and special needs of students. Designs counseling activities that benefit only a limited number of students. Uses minimal adjustment in curriculum to accommodate different learning styles. *(2.2.IN.1)*

Uses inappropriate counseling strategies and resources which do not meet the individual and special needs of students. Counseling activities benefit only a select group of students. Does not make adjustments in curriculum to accommodate different learning styles. *(2.2.I.1)*

2.3 Provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.

Consistently address the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention and referrals as appropriate. *(2.3.HE.1)*

Addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. *(2.3.E.1)*

Rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate. *(2.3.IN.1)*

Does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention and referrals as appropriate. *(2.3.I.1)*

Domain 3: Professional Practice and Counselor Leadership

3.1 Consults/Collaborates with appropriate individuals/agencies

Creates and/or coordinates a referral process for assisting students and others to use special programs, services and community agencies: e.g. student success team, transition activities. *(3.1.HE.1)*

Utilize a referral process for assisting students and others to use special programs, services, and community agencies. *(3.1.E.1)*

Inconsistently utilizes a referral process for assisting students and others to use special programs, services, and community agencies. *(3.1.IN.1)*

Lacks or fails to utilize a referral process for assisting students and others to use special programs, services, and community agencies. *(3.1.I.1)*

3.2 Promotes partnerships and maintain regular communication

Elementary/Middle School Counselor Effectiveness Rubric

Printed: August 18, 2018 at 2:46pm

Consistently promotes partnerships with parents and facilitates communication among parents, staff and students. Parental concerns are handled promptly with sensitivity and professionalism. (3.2.HE.1)	Promote partnerships with parents and facilitate communication among parents, staff and students; respond to student, staff and parent concerns in a timely manner. (3.2.E.1)	Partnerships with parents are seldom promoted; communication with parents is inconsistent and offers little information. Parental concerns are addressed with little or no follow up. (3.2.IN.1)	Does not promote partnerships with parents and does not provide for consistent communication. Does not respond to parental concerns. (3.2.I.1)

3.3 Maintains accurate records and appropriate oral and written communication

Create a well-planned and current system for maintaining information on students. Oral and written communications are professional, accurate and useful. (3.3.HE.1)	Maintain accurate records with professional oral and written communication. (3.3.E.1)	System for maintaining student information is rudimentary and only partially effective. (3.3.IN.1)	Does not maintain accurate records with professional oral and written communication. (3.3.I.1)

3.4 Displays professionalism, including integrity, advocacy, and maintaining confidentiality

Can be counted on to hold the highest standard of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues. (3.4.HE.1)	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and will advocate for students when necessary. (3.4.E.1)	Displays honesty in interactions with colleagues, students, and the public, and does not violate confidentiality. (3.4.IN.1)	Displays dishonesty in interactions with colleagues, students and the public, and violates principles of confidentiality. (3.4.I.1)

3.5 Establishes and maintains relationships with colleagues

Establishes and maintains supportive and cooperative relations with colleagues; demonstrates initiative and leadership among staff. (3.5.HE.1)	Establishes and maintains supportive and cooperative relationships with colleagues. (3.5.E.1)	Establishes few supportive and cooperative relationships with colleagues. (3.5.IN.1)	Does not establish or foster supportive and cooperative relationships with colleagues. (3.5.I.1)

3.6 Demonstrates knowledge of current trends in student development and academic achievement

Regularly engages in professional development (attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work. (3.6.HE.1)	Regularly engages in professional development. (3.6.E.1)	Sporadically engages in professional development. (3.6.IN.1)	Does not engage in professional development. (3.6.I.1)

Elementary/Middle School Counselor Effectiveness Rubric

Printed: August 18, 2018 at 2:46pm

DISCOVERY CHARTER
800 CANONIE DRIVE | PORTER, IN 46304
P. 219.983.9800 | DISCOVERYCHARTER.ORG

Domain 4: Professionalism

4.1 Attendance

Individual has not demonstrated a pattern of unexcused absences *(4.1.HE.1)*

Individual demonstrates a pattern of unexcused absences *(4.1.E.1)*

4.2 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) *(4.2.HE.1)*

Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement) *(4.2.E.1)*

4.3 Policies and Procedures

Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) *(4.3.HE.1)*

Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc) *(4.3.E.1)*

4.4 Respect

Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner *(4.4.HE.1)*

Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner *(4.4.E.1)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Domain 1: Purposeful Planning

1:01 Uses current and comprehensive content/specialty area knowledge for planning

As well as meeting all of the effective elements, the school professional: *(1:01.HE.1)*	The school professional: *(1:01.E.1)*	The school professional meets most, but not all of the effective elements. *(1:01.IN.1)*	The school professional meets few or none of the effective elements. *(1:01.I.1)*
Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines. *(1:01.HE.2)*	Displays knowledge of evidence based practice related to the teaching assignment and/or specialty area. *(1:01.E.2)*		
	Displays knowledge of performance levels for each student, and plans for a variety of appropriate approaches to facilitate their learning. *(1:01.E.3)*		
	Displays knowledge of the socio-cultural background of students and applies this knowledge to teaching. *(1:01.E.4)*		
	Provides planning that reflects understanding of general education curriculum. *(1:01.E.5)*		

1:02 Utilizes current and appropriate practices and procedures for screening

As well as meeting all of the effective elements, the school professional: *(1:02.HE.1)*	The school professional: *(1:02.E.1)*	The school professional meets most, but not all of the effective elements. *(1:02.IN.1)*	The school professional meets few or none of the effective elements. *(1:02.I.1)*
Provides strategies/resources to SLPs/parents for those students who do not qualify. *(1:02.HE.2)*	Administers, scores, analyzes and interprets results of screening protocols accurately. *(1:02.E.2)*		
or *(1:02.HE.3)*	Makes appropriate recommendations with regard to future testing. *(1:02.E.3)*		
Develops a tracking system for follow-up screenings for one year. *(1:02.HE.4)*	Communicates results to parents, SLPs in a timely manner. *(1:02.E.4)*		

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

1:03 Gathers appropriate information prior to determining evaluation procedures

As well as meeting all of the effective elements, the school professional: *(1:03.HE.1)*

The school professional: *(1:03.E.1)*

Includes all pertinent screening information into the body of evaluation report. *(1:03.HE.2)*

Uses Social and Developmental histories to gather information. *(1:03.E.2)*

Utilizes academic information including RTI data. *(1:03.E.3)*

Utilizes Hearing screening information. *(1:03.E.4)*

The school professional meets most, but not all of the effective elements. *(1:03.IN.1)*

The school professional meets few or none of the effective elements. *(1:03.I.1)*

1:04 Chooses appropriate evaluation instruments

As well as meeting all of the effective elements, the school professional: *(1:04.HE.1)*

The school professional: *(1:04.E.1)*

Utilizes a variety of tools to address cultural and linguistic differences. *(1:04.HE.2)*

Uses tools, protocols and strategies that are the most current and evidence based. *(1:04.E.2)*

or *(1:04.HE.3)*

Utilizes strategies and tools that are age appropriate and related to the referral question(s). *(1:04.E.3)*

Uses an expanded and flexible battery of instruments for assessing students. *(1:04.HE.4)*

Matches academic concerns to selection of tests. *(1:04.E.4)*

The school professional meets most, but not all of the effective elements. *(1:04.IN.1)*

The school professional meets few or none of the effective elements. *(1:04.I.1)*

1:05 Uses appropriate evaluation procedures

As well as meeting all of the effective elements, the school professional: *(1:05.HE.1)*

The school professional: *(1:05.E.1)*

The school professional meets most, but not all of the effective elements. *(1:05.IN.1)*

The school professional meets few or none of the effective elements. *(1:05.I.1)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Supplements standardized measures with:

- classroom observations.

- curriculum based activities.

- other educationally relevant measures that are aligned with academic standards. *(1:05.HE.2)*

Faithfully administers tests accurately and according to the directions outlined by the test. *(1:05.E.2)*

Scores data from standardized assessment and other sources accurately. *(1:05.E.3)*

Appropriately analyzes and interprets information from standardized assessment and other measures. *(1:05.E.4)*

1:06 Interprets results and makes placement/service recommendations

As well as meeting all of the effective elements, the school professional: *(1:06.HE.1)*

The school professional: *(1:06.E.1)*

The school professional meets most, but not all of the effective elements. *(1:06.IN.1)*

The school professional meets few or none of the effective elements. *(1:06.I.1)*

Provides information to classroom SLPs and includes the potential impact on classroom learning. *(1:06.HE.2)*

Integrates all results from the evaluation process and develops clear diagnostic impressions. *(1:06.E.2)*

Collaborates with members of the Case Conference Committee to:

- synthesize evaluation information.

- determine the presence and severity of a disability.

- determines eligibility for speech and language services. *(1:06.E.3)*

Clearly communicates results using understandable terminology to all case conference participants. *(1:06.E.4)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Domain 2: Effective Instruction, Treatment and/or Instructional Support

2:01 Manages scheduling of sessions and grouping of students

As well as meeting all of the effective elements, the school professional: *(2:01.HE.1)*

Attempts to group students by age/grade level and disorder. *(2:01.HE.2)*

The school professional: *(2:01.E.1)*

Efficiently manages schedules to minimally interrupt general ed curriculum/instruction. *(2:01.E.2)*

Appropriately groups students to maximize instructional time. *(2:01.E.3)*

Adjusts schedule as needed to meet time provisions of IEP. *(2:01.E.4)*

The school professional meets most, but not all of the effective elements. *(2:01.IN.1)*

The school professional meets few or none of the effective elements. *(2:01.I.1)*

2:02 Prepares for effective service delivery

As well as meeting all of the effective elements, the school professional: *(2:02.HE.1)*

Develops strategies for student successful participation in the classroom/curriculum. *(2:02.HE.2)*

The school professional: *(2:02.E.1)*

Prepares for intervention sessions thoroughly by:

- Organizing materials.

- Selecting/adapting material, equipment, devices to meet student needs.

- Incorporating academic/instruction/curriculum into intervention strategies to achieve communication goals. *(2:02.E.2)*

Constructs culturally, linguistically and developmentally appropriate learning activities. *(2:02.E.3)*

Accommodates student's unique learning styles and present levels of performance. *(2:02.E.4)*

The school professional meets most, but not all of the effective elements. *(2:02.IN.1)*

The school professional meets few or none of the effective elements. *(2:02.I.1)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

2:03 Implements appropriate progress monitoring procedures

As well as meeting all of the effective elements, the school professional: *(2:03.HE.1)*	The school professional: *(2:03.E.1)*	The school professional meets most, but not all of the effective elements. *(2:03.IN.1)*	The school professional meets few or none of the effective elements. *(2:03.I.1)*
Includes student in review of data and monitoring own progress. *(2:03.HE.2)*	Collects, interprets and uses data to measure progress and drive instruction. *(2:03.E.2)*		
	Matches appropriate interventions to data. *(2:03.E.3)*		
	Modifies instruction based on frequent progress monitoring. *(2:03.E.4)*		

2:04 Promotes generalization across settings

As well as meeting all of the effective elements, the school professional: *(2:04.HE.1)*	The school professional: *(2:04.E.1)*	The school professional meets most, but not all of the effective elements. *(2:04.IN.1)*	The school professional meets few or none of the effective elements. *(2:04.I.1)*
Monitors and collects data of generalization across settings. *(2:04.HE.2)*	Uses common core to enhance student learning. *(2:04.E.2)*		
	Promotes generalization of acquired therapeutic skills across school settings. *(2:04.E.3)*		
	Enables students to develop self monitoring skills. *(2:04.E.4)*		

2:05 Develops student understanding of lesson objectives

As well as meeting all of the effective elements, the school professional's: *(2:05.HE.1)*	The school professional's: *(2:05.E.1)*	The school professional meets most, but not all of the effective elements. *(2:05.IN.1)*	The school professional meets few or none of the effective elements. *(2:05.I.1)*
Students can explain what they are learning and why it is important, beyond repeating the stated objective. *(2:05.HE.2)*	Lesson objective is conveyed to students in easy to understand terms, clearly articulating what they will be able to do by the end of the lesson. *(2:05.E.2)*		

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Strategies engage prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection. *(2:05.HE.3)*

Importance of the objective is explained so that students understand why they are learning. *(2:05.E.3)*

Lessons are well organized and build on students' prior knowledge of key concepts and skills and this connection evident to students. *(2:05.E.4)*

2:06 Uses strategies that promote student engagement

As well as meeting all of the effective elements, the school professional: *(2:06.HE.1)*

The school professional: *(2:06.E.1)*

The school professional meets most, but not all of the effective elements. *(2:06.IN.1)*

The school professional meets few or none of the effective elements. *(2:06.I.1)*

Integrates a variety of current therapeutic strategies gained from professional development activities. *(2:06.HE.2)*

Provides lessons that progress at an appropriate pace to maintain engagement. *(2:06.E.2)*

or *(2:06.HE.3)*

Restates and rephrases instruction in multiple ways and consistently uses appropriate cues and prompts to elicit desired responses. *(2:05.E.3)*

Uses and teaches technology/ACC devises. *(2:06.HE.4)*

Provides consistent feedback and provides multiple opportunities for student participation. *(2:06.E.4)*

2:07 Creates culture of respect and collaboration

As well as meeting all of the effective elements, the school professional's: *(2:07.HE.1)*

The school professional: *(2:07.E.1)*

The school professional meets most, but not all of the effective elements. *(2:07.IN.1)*

The school professional meets few or none of the effective elements. *(2:07.I.1)*

Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. *(2:07.HE.2)*

Encourages collaboration and students are respectful of their SLP and peers. *(2:07.E.2)*

Students reinforce positive character and behavior and discourage negative behavior amongst themselves. *(2:07.HE.3)*

Reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior. *(2:07.E.3)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Has a good rapport with students, and shows genuine interest in their thoughts and opinion. *(2.07.E.4)*

Domain 3: Leadership and Professional Responsibilities

3.01 Advances professional skills and knowledge

As well as meeting all of the effective elements, the school professional: *(3.01.HE.1)*

Regularly shares newly learned knowledge and practices with others. *(3.01.HE.2)*

or *(3.01.HE.3)*

Seeks out opportunities to lead professional development sessions. *(3.01.HE.4)*

The school professional: *(3.01.E.1)*

Actively pursues opportunities to improve knowledge and practice. *(3.01.E.2)*

Seeks out ways to implement new practices into instruction, where applicable. *(3.01.E.3)*

Welcomes constructive feedback to improve practices. *(3.01.E.4)*

The school professional meets most, but not all of the effective elements. *(3.01.IN.1)*

The school professional meets few or none of the effective elements. *(3.01.I.1)*

3.02 Advocates for student success

As well as meeting all of the effective elements, the school professional: *(3.02.HE.1)*

Displays commitment to the education of all the students in the school. *(3.02.HE.2)*

or *(3.02.HE.3)*

Makes changes and take risks to ensure student success. *(3.02.HE.4)*

The school professional: *(3.02.E.1)*

Displays commitment to the education of all his/her students. *(3.02.E.2)*

Provides IEP information to all teachers involved with student. *(3.02.E.3)*

Advocate for students' individualized needs. *(3.02.E.4)*

The school professional meets most, but not all of the effective elements. *(3.02.IN.1)*

The school professional meets few or none of the effective elements. *(3.02.I.1)*

3.03 Engages families in student learning

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

As well as meeting all of the effective elements, the school professional: (3.03.HE.1)	The school professional: (3.03.E.1)	The school professional meets most, but not all of the effective elements. (3.03.IN.1)	The school professional meets few or none of the effective elements. (3.03.I.1)
Strives to form relationships in which parents are given ample opportunity to participate in student learning. (3.03.HE.2)	Proactively reaches out to parents in a variety of ways to engage them in student learning. (3.03.E.2)		
Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events. (3.03.HE.3)	Responds promptly to contact from parents. (3.03.E.3)		
	Engages in all forms of parent outreach required by the school. (3.03.E.4)		

3.04 Manages caseload appropriately

As well as meeting all of the effective elements, the school professional: (3.04.HE.1)	The school professional: (3.04.E.1)	The school professional meets most, but not all of the effective elements. (3.04.IN.1)	The school professional meets few or none of the effective elements. (3.04.I.1)
Mentors others in appropriate management of caseload. (3.04.HE.2)	Fulfills all TOR responsibilities. (3.04.E.2)		
	Frequently monitors progress and goals and reconvenes case conferences as needed. (3.04.E.3)		
	Using progress monitoring and other data, makes appropriate recommendations for continuing in or dismissal from special education. (3.04.E.4)		

3.05 Fulfills all documentation/ paperwork requirements

As well as meeting all of the effective elements, the school professional: (3.05.HE.1)	The school professional: (3.05.E.1)	The school professional meets most, but not all of the effective elements. (3.05.IN.1)	The school professional meets few or none of the effective elements. (3.05.I.1)
Filing is completed weekly and organized in a manner that provides for immediate accessibility. (3.05.HE.2)	Maintains files in an organized manner and assures all IEPs and progress monitoring data are annually placed in student file. (3.05.E.2)		

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Complies with the co-op or district's documentation procedures including the completion of IEPs, and the submission of CH-21s and Medicaid claims in a timely manner. *(3.05.E.3)*

Documents clearly and objectively, all activities and correspondence (including parent correspondence) relating to children on caseload. *(3.05.E.4)*

3.06 Provides appropriate supervision of others

As well as meeting all of the effective elements, the school professional: *(3.06.HE.1)*

The school professional's: *(3.06.E.1)*

The school professional meets most, but not all of the effective elements. *(3.06.IN.1)*

The school professional meets few or none of the effective elements. *(3.06.I.1)*

Frequently evaluates the workload of the SLPA and initiates reassignment as indicated. *(3.06.HE.2)*

Expectations are clear and the SLPAs are assigned for maximum productivity. *(3.06.E.2)*

Is creative and flexible in scheduling work load for paraprofessionals, behavior coaches and/or assistants. *(3.06.HE.3)*

SLPAs are evaluated regularly and accurately. Areas for improvement are noted and unacceptable conduct is documented. *(3.06.E.3)*

Principal and local and co-op supervisors are informed of any areas of improvement needed and any unacceptable conduct. *(3.06.E.4)*

3.07 Collaborates with others to promote student success

As well as meeting all of the effective elements, the school professional: *(3.07.HE.1)*

The school professional: *(3.07.E.1)*

The school professional meets most, but not all of the effective elements. *(3.07.IN.1)*

The school professional meets few or none of the effective elements. *(3.07.I.1)*

Serves as a voluntary mentor to peers. *(3.07.HE.2)*

Communicates all necessary information to administration. *(3.07.E.2)*

Collaborates with other professionals in matters relevant to case load. *(3.07.E.3)*

Maintains professionalism during interaction with colleagues and others. *(3.07.E.4)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

3.08 Organizes systems for carrying out SLP/SLPA responsibilities

As well as meeting all of the effective elements, the school professional: *(3.08.HE.1)*	The school professional: *(3.08.E.1)*	The school professional meets most, but not all of the effective elements. *(3.08.IN.1)*	The school professional meets few or none of the effective elements. *(3.08.I.1)*

Takes on additional responsibilities to assist with case load obligations of peers absent or on leave. *(3.08.HE.2)*

Develops and maintains an efficient and effective schedule for meeting roles and responsibilities of a school based SLP. *(3.08.E.2)*

Prioritizes work load. *(3.08.E.3)*

Organizes workspace, materials and equipment to maximize instruction. *(3.08.E.4)*

3.09 Contributes to the school, district and/or co-op

As well as meeting all of the effective elements, the school professional: *(3.09.HE.1)*	The school professional: *(3.09.E.1)*	The school professional meets most, but not all of the effective elements. *(3.09.IN.1)*	The school professional meets few or none of the effective elements. *(3.09.I.1)*

Takes initiative and provides leadership in promoting a productive and collegial climate. *(3.09.HE.2)*

Provides support and cooperation that characterize relationships with colleagues. *(3.09.E.2)*

Volunteers to participate in school and co-op committees and/or projects, making a significant contribution by assuming a leadership role. *(3.09.HE.3)*

Upholds all of the policies and procedures of the assigned school and co-op. *(3.09.E.3)*

Volunteers to participate in school or co-op committees/projects, and actively participates. *(3.09.E.4)*

Displays interpersonal conduct with colleagues and supervisors that is cordial, collaborative and respectful. *(3.09.E.5)*

3.10 Communicates professionally

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

The school professional: *(3.10.E.1)*

As well as meeting all of the effective elements, the school professional: *(3.10.HE.1)*

Responds to communication and the processing of information within 24 hours on a routine basis. *(3.10.HE.2)*

Provides communication that is handled with professionalism and sensitivity. *(3.10.HE.3)*

All communication, whether voice mail, e-mail, letter or phone is handled in a professional manner. *(3.10.E.2)*

All responses to inquiries or requests are handled in a timely manner, usually within 48 hours. *(3.10.E.3)*

All appropriate personnel are properly informed about changes in students, staff or programming. *(3.10.E.4)*

Communication is clearly written and grammatically correct. *(3.10.E.5)*

The school professional meets most, but not all of the effective elements.
The school professional meets most, but not all of the effective elements. *(3.10.IN.1)*

The school professional meets few or none of the effective elements. *(3.10.I.1)*

3.11 Fosters others' awareness of communication disorders

The school professional: *(3.11.E.1)*

As well as meeting all of the effective elements, the school professional: *(3.11.HE.1)*

Provides inservice training on communication disorders for peers, parents and/or students. *(3.11.HE.2)*

Provides inservice to classroom paraprofessionals. *(3.11.HE.3)*

Provides developmental guidelines to general education teachers and offer to parents when appropriate. *(3.11.E.2)*

Shares information on communication disorders with peers and offer information to parents and students. *(3.11.E.3)*

Shares information of appropriate referrals/guidelines. *(3.11.E.4)*

The school professional meets most, but not all of the effective elements. *(3.11.IN.1)*

The school professional meets few or none of the effective elements. *(3.11.I.1)*

3.12 Seeks professional growth and learning opportunities to advance own knowledge and skill

The school professional: *(3.122.E.1)*

As well as meeting all of the effective elements, the school professional: *(3.122.HE.1)*

The school professional meets most, but not all of the effective elements. *(3.122.IN.1)*

The school professional meets few or none of the effective elements. *(3.122.I.1)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Earns additional hours or advanced degrees in the field. *(3.122.HE.2)*

Identifies needs and develops a plan for continuing education. *(3.122.E.2)*

or *(3.122.HE.3)*

Responds to Supervisor suggestions for professional growth. *(3.122.E.3)*

Goes above and beyond to assist others with their professional growth (providing inservice after hours, volunteer to mentor or coach, etc.) *(3.122.HE.4)*

Shares new information and implements new knowledge when opportunity arises. *(3.122.E.4)*

3.13 Completes all case conference set up responsibilities appropriately

As well as meeting all of the effective elements, the school professional: *(3.13.HE.1)*

The school professional's: *(3.13.E.1)*

The school professional meets most, but not all of the effective elements. *(3.13.IN.1)*

The school professional meets few or none of the effective elements. *(3.13.I.1)*

Provides a draft IEP that is appropriately completed prior to all meetings and ready to present. *(3.13.HE.2)*

Students and/or Case Conference notices are entered appropriately into the IEP system prior to conference. *(3.13.E.2)*

Case conferences are set up at a mutually agreed upon place and time or documentation proves that parents were unresponsive to attempts to set conference. *(3.13.E.3)*

Case conferences are set up prior to the expiration date of IEP. *(3.13.E.4)*

3.14 Meaningfully participates in case conferences

As well as meeting all of the effective elements, the school professional: *(3.14.HE.1)*

The school professional: *(3.14.E.1)*

The school professional meets most, but not all of the effective elements. *(3.14.IN.1)*

The school professional meets few or none of the effective elements. *(3.14.I.1)*

Takes the lead when necessary to keep case conference on track. *(3.14.HE.2)*

Brings all appropriate records and documents to case conference. *(3.14.E.2)*

Defuses contentious situations during the case conference. *(3.14.HE.3)*

Meaningfully, understandably and efficiently participates in the case conference. *(3.14.E.3)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

As chair, runs the meeting efficiently while allowing opportunity for all to participate. *(3.14.HE.4)*

Facilitates parent participation. *(3.14.E.4)*

Assists with completing the IEP as needed. *(3.14.E.5)*

When chairing a Case Conference, follows agenda and all appropriate procedures; signatures collected as needed. *(3.14.E.6)*

3.15 Develops IEPS based on individual student needs and are completed using appropriate procedures

As well as meeting all of the effective elements, the school professional: *(3.15.HE.1)*

The school professional's: *(3.15.E.1)*

The school professional meets most, but not all of the effective elements. *(3.15.IN.1)*

The school professional meets few or none of the effective elements. *(3.15.I.1)*

Volunteers to train and assist others in the use of the IEP system. *(3.15.HE.2)*

Goals are measurable and clearly written and based on present levels of performance. *(3.15.E.2)*

Volunteers to review and evaluate IEPs. *(3.15.HE.3)*

Services are aligned with goals. *(3.16.E.3)*

Provides IEPs that stand up during due process scrutiny. *(3.15.HE.4)*

Recommended accommodations are appropriate, and their use is clearly defined. *(3.15.E.4)*

Notes clearly and succinctly capture relevant discussions. *(3.15.E.5)*

Components of the IEP are accurately completed and the document meets the "stranger" test. *(3.15.E.6)*

3.16 Carries out all Due Process Responsibilities (May not be applicable to all staff evaluated through this rubric)

As well as meeting all of the effective elements, the school professional's: *(3.16.HE.1)*

The school professional's: *(3.16.E.1)*

The school professional meets most, but not all of the effective elements. *(3.16.IN.1)*

The school professional meets few or none of the effective elements. *(3.16.I.1)*

Documents and testimony clearly supports the school's position and advances the due process case. *(3.16.HE.2)*

Documents required for due process are submitted to Supervisor within required time frame. *(3.16.E.2)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

Documents submitted for due process contain appropriate information. *(3.16.E.3)*

Testimony is factual, clear and without bias. *(3.16.E.4)*

Domain 4: Core Professionalism

4.1 Attendance

School professional has demonstrated a pattern of consistent attendance as defined by the local school policy and relevant collective bargaining agreement. *(4.1 .M)*

School professional has demonstrated a pattern of unexcused or inconsistent attendance as defined by the local school policy and relevant collective bargaining agreement. *(4.1 .DNM)*

4.2 On-Time Arrival

School professional has demonstrated a pattern of on time arrivals and departures for school hours, meetings, and conferences. *(4.2 .M)*

School professional has demonstrated a pattern of unexcused late arrivals or early departures. *(4.2 .DNM)*

4.3 Policies and Procedures

School professional follows state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). *(4.3 .M)*

School professional has demonstrated a pattern of failing to follow state, co-op, and assigned school/corporation laws, policies and procedures (including compliance with Article 7 timelines). *(4.3 .DNM)*

4.4 Respect

School professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner. *(4.4.M)*

School professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner. *(4.4.DNM)*

Speech Language Pathologist Evaluation Rubric

Printed: August 18, 2018 at 2:46pm

4.5 Ethical

School professional performs the function of the job in an ethical manner and maintains confidentiality at all times. *(4.5 .M)*	School professional has demonstrated a pattern of performing the function of the job in an unethical manner or breaking confidentiality requirements. *(4.5 .DNM)*
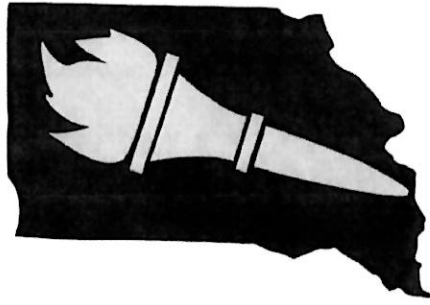
RISE

Indiana Principal Effectiveness Rubric

Evaluation Model

This document contains no modifications from Version 2.0. It is labeled Version 3.0 to maintain labeling consistency across materials. Districts may elect to use the rubric with competency 1.3 Leading Indicators of Student Learning removed if choosing to discontinue use of SLOs as Other Components. This section of the rubric has been highlighted for that purpose.

Domain 1: Teacher Effectiveness

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Human Capital Manager				
1.1.1 Hiring and retention	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers; - Demonstrating the ability to increase the entirely or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; - Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	**Principal recruits, hires, and supports teachers by:** - Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions; - Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth; - Aligning personnel decisions with the vision and mission of the school.	**Principal recruits, hires, and supports effective teachers by:** - Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor, - Demonstrating ability to increase some teachers' effectiveness; - Occasionally applying the school's vision/mission to HR decisions.	**Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by:** - Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions"; - Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings; - Rarely or never applying the school's vision/mission to HR decisions.
1.1.2 Evaluation of teachers	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** - Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; - Following processes and procedures outlined in the corporation evaluation plan for all staff members	**Principal prioritizes and applies teacher evaluations by:** - Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to partially differentiate the performance of teacher; - Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal does not prioritize and apply teacher evaluations by:** - Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Rarely or never using teacher evaluation to differentiate the performance of teachers ; - Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.

---

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3 Professional development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Frequently creating learning opportunities in which highly effective teachers support their peers; - Monitoring the impact of implemented learning opportunities on student achievement; - Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	Principal orchestrates professional learning opportunities by: - Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; - Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. - Providing differentiated learning opportunities to teachers based on evaluation results.	Principal orchestrates aligned professional learning opportunities tuned to staff needs by: - Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; - Providing learning opportunities with little variety of format; - Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: - Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; - Providing no variety in format of learning opportunities; - Failing to provide professional learning opportunities based on evaluation results.
1.1.4 Leadership and talent development	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Encouraging and supporting teacher leadership and progression on career ladders; - Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; - Recognizing and celebrating emerging leaders.	Principal develops leadership and talent by: - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; - Providing formal and informal opportunities to mentor emerging leaders; - Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.	Principal develops leadership and talent by: - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; - Providing formal and informal opportunities to mentor some, but not all, emerging leaders; - Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders.	Principal does not develop leadership and talent by: - Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school); - Rarely or never provides mentorship to emerging leaders; - Providing no support and encouragement of leadership and growth; - Frequently assigns responsibilities without allocating necessary authority.
1.1.5 Delegation	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Encouraging and supporting staff members to seek out responsibilities; - Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	Principal delegates tasks and responsibilities appropriately by: - Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring the progress towards success of those to whom delegations have been made; - Providing support to staff members as needed.	Principal delegates tasks and responsibilities appropriately by: - Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; - Providing support, but not always as needed.	Principal does not delegate tasks and responsibilities appropriately by: - Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; - Rarely or never providing support.
1.1.6 Strategic assignment[2]	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal uses staff placement to support instruction by:	Principal uses staff placement to support instruction by:	Principal does not use staff placement to support instruction by:

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses.	Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; Strategically assigning support staff to teachers and classes as necessary to support student achievement.	Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible.	Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7 Addressing teachers who are in need of Improvement or Ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Staying in frequent communication with teachers on remediation plans to ensure necessary support; Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: Developing remediation plans with teachers rated as ineffective or in need of improvement; Monitoring the success of remediation plans; Following statutory and contractual language in counseling out or recommending for dismissal Ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: Occasionally monitoring the success of remediation plans; Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal does not address teachers in need of improvement or ineffective by: Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; Rarely or never monitoring the success of remediation plans; Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2 Instructional Leadership				
1.2.1 Mission and vision	At Level 4, a principal fulfills the criteria for Level 3 and additionally: Defining long, medium, and short-term application of the vision and/or mission; Monitoring and measuring progress toward the school's vision and/or mission; Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Defining specific instructional and behavioral actions linked to the school's vision and/or mission; Ensuring all key decisions are aligned to the vision and/or mission; Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students.	Principal supports a school-wide instructional vision and/or mission by: Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); Making significant key decisions without alignment to the vision and/or mission; Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students.	Principal does not support a school-wide instructional vision and/or mission by: Failing to adopt a school-wide instructional vision and/or mission; Defining a school-wide instructional vision and/or mission that is not applied to decisions; Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2.2 Classroom observations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Creating systems and schedules ensuring all teachers are frequently observed, and these observations are understood by the principal, teachers, and students to be an absolute priority; - Monitoring the impact of feedback provided to teachers.	Principal uses classroom observations to support student academic achievement by: - Visiting all teachers frequently (announced and unannounced) to observe instruction; - Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality; - Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.	Principal uses classroom observations to support student academic achievement by: - Occasionally visiting teachers to observe instruction; - Occasionally analyzing student performance data to drive instruction and evaluate instructional quality; - Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.	Principal uses classroom observations to support student academic achievement by: - Rarely or never visiting teachers to observe instruction; - Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data; - Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.
1.2.3 Teacher collaboration	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Monitoring collaborative efforts to ensure a constant focus on student learning; - Tracking best collaborative practices to solve specific challenges; - Holding collaborative teams accountable for their results.	Principal supports teacher collaboration by: - Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; - Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving; - Aligning teacher collaborative efforts to the school's vision/mission.	Principal supports teacher collaboration by: - Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement; - Supporting and encouraging teamwork and collaboration in a limited number of ways; - Occasionally aligning teacher collaborative efforts to instructional practices.	Principal does not support teacher collaboration by: - Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods; - Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback; - Rarely or never aligning teacher collaborative efforts to instructional practices.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.3 Leading Indicators of Student Learning				
1.3.1 Planning and Developing Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission; - Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs; - Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs; - Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs; - Revisiting the use and design of teacher and school-wide tracking tools.	Principal supports the planning and development of Student Learning Objectives (SLOs) by: - Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs; - Collaborating with teachers to identify standards or skills to be assessed; - Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning; - Helping teachers to assess baseline student data to drive the development of SLOs that appropriately take students' starting points into account;	Principal supports the creation of Student Learning Objectives (SLOs) by: - Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; - Occasionally collaborating with teachers to identify standards or skills to be assessed; - Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; - Working with teachers only occasionally throughout the year to measure progress towards goals;	Principal does not support the creation of Student Learning Objectives by: - Failing to organize/provide opportunities for teacher collaboration; - Failing to meet with teachers to look at baseline data, select assessments, and set SLOs; - Not meeting with teachers throughout the year to look at progress towards goals.

				Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.	Principal creates rigor in SLOs by: - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards.
1.3.2	Rigorous Student Learning Objectives	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency; - Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.	Principal creates rigor in SLOs by: - Ensuring teachers' SLOs define desired outcomes; - Ensuring assessments used correspond to the appropriate state content standards; - Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth; - Ensuring an analysis of previous year's student data is included in the development of SLOs; - Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.	Principal creates rigor in SLOs by: - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards.	
1.3.3	Instructional time	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	Principal supports instructional time by: - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; - Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	Principal supports instructional time by: - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	Principal does not support instructional time by: - Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.

Systematically working with teachers to monitor and revisit SLOs throughout year as necessary. Utilizing a tracking tool to monitor school-wide progress on SLOs; Ensuring teachers utilize a tracking tool to show student progress towards SLOs.

Domain 2: Leadership Actions

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 Personal Behavior				
2.1.1 Professionalism	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; – Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times	**Principal displays professionalism by:** – Modeling professional, ethical, and respectful behavior at all times; – Expecting students and colleagues to display professional, ethical, and respectful behavior at all times.	**Principal supports professionalism by:** – Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; – Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations.	**Principal does not support professionalism by:** – Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; – Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2 Time management	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; – Monitoring use of time to identify areas that are not effectively utilized;	**Principal manages time effectively by:** – Establishing yearly, monthly, weekly, and daily priorities and objectives; – Identifying and consistently prioritizing activities with the highest-leverage on student achievement.	**Principal manages time effectively by:** – Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; – Occasionally prioritizes activities unrelated to student achievement.	**Principal manages time effectively by:** – Rarely or never establishing timely objectives or priorities; – Regularly prioritizing activities unrelated to student achievement;
2.1.3 Using feedback to improve student performance	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** – Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; – Identifying the most efficient means through which feedback can be generated. – Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback.	**Principal uses feedback to improve student performance by:** – Actively soliciting feedback and help from all key stakeholders; – Acting upon feedback to shape strategic priorities to be aligned to student achievement.	**Principal uses feedback to improve student performance by:** – Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; – Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.	**Principal does not use feedback to improve student performance by:** – Regularly avoiding or devaluing feedback; – Rarely or never applying feedback to shape priorities.

		Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
2.1.4	Initiative and persistence	Principal **does not** display initiative and persistence by: - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.	Principal displays initiative and persistence by: - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; - Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	Principal displays initiative and persistence by: - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.

Competency		Ineffective (1)	Improvement Necessary (2)	Effective (3)	Highly Effective (4)
2.2 Building Relationships					
2.2.1	Culture of urgency	Principal **does not** create an organizational culture of urgency by: - Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations; - Failing to identify the efforts of students and teachers, thus unable to align these efforts.	Principal creates an organizational culture of urgency by: - Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders; - Occasionally leading a pursuit of these expectations.	Principal creates an organizational culture of urgency by: - Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations; - Leading a relentless pursuit of these expectations.	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;
2.2.2	Communication	Principal **does not** skillfully and clearly communicate by: - Rarely or never messaging key concepts; - Interacting with a limited number of stakeholders and failing to reach several key groups and organizations; - Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.	Principal skillfully and clearly communicates by: - Messaging most, but not all, key concepts; - Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations; - Utilizing a limited number of means and approaches to communication.	Principal skillfully and clearly communicates by: - Messaging key concepts, such as the school's goals, needs, plans, success, and failures; - Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc; - Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - To the extent possible, messaging key concepts in real time; - Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate; - Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.

| 2.2.3 | Forging consensus for change and improvement | At Level 4, a principal fulfills the criteria for Level 3 and additionally:
- Guides others through change and addresses resistance to that change;
- Monitors the success of strategies and revises based on strengths and weaknesses;
- Creates cultural changes that reflect and support building a consensus for change. | Principal creates a consensus for change and improvement by:
- Using effective strategies to work toward a consensus for change and improvement;
- Systematically managing and monitoring change processes;
- Securing cooperation from key stakeholders in planning and implementing change and driving improvement. | Principal creates a consensus for change and improvement by:
- Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;
- Managing change and improvement processes without building systems and allies necessary to support the process;
- Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. | Principal does not create a consensus for change and improvement by:
- Failing to identify areas in which agreement and/or consensus is necessary;
- Rarely or never managing or developing a process for change and/or improvement;
- Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions. |

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3 Culture of Achievement				
2.3.1 High expectations	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; - Benchmarking expectations to the performance of the state's highest performing schools; - Creating systems and approaches to monitor the level of academic and behavior expectations; - Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.	Principal creates and supports high academic and behavior expectations by: - Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; - Empowering students to set high and demanding expectations for themselves; - Ensuring that students are consistently learning, respectful, and on task; - Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms; - Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	Principal creates and supports high academic and behavioral expectations by: - Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; - Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.	Principal does not create or support high academic and behavior expectations by: - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or sets unrealistic or unattainable goals.
2.3.2 Academic rigor	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.	Principal establishes academic rigor by: - Creating ambitious academic goals and priorities that are accepted as fixed and immovable.	Principal establishes academic rigor by: - Creating academic goals that are nearing the rigor required to meet the school's academic goals; - Creating academic goals but occasionally deviates from these goals in the face of adversity.	Principal has not established academic rigor by: - Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious; - Consistently sets and abandons ambitious academic goals.

2.3.3	Data usage in teams	At Level 4, a principal fulfills the criteria for Level 3 and additionally:	Principal utilizes data by:	Principal does not utilize data by:
		- Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed.	- Orchestrating frequant and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.	- Occasionally supporting and/or orchestrating team collaboration for data analysis; - Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.	- Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.