

Staff Performance Evaluation Plan Submission Coversheet

SY 2021-22

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 coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation. Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan 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:	South Spencer School Corporation
School Corporation Number:	7445
Evaluation Plan Website Link:	http://www.sspencer.k12.in.us/

For the 2021-2022 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 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 coversheet to DOE Online under Legal Assurance 12 by Friday, September 17. If you cannot provide a direct website link (above) to your evaluation plan, you must upload the entire plan and this coversheet as a single PDF.

Annual Evaluations			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers, administrators, counselors, principals and superintendents	7-8
Rigorous Measures of Effectiveness			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(2)	<ul style="list-style-type: none"> ● Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator ● Other measures used for evaluations (e.g., surveys) 	12-31

Designation in Rating Category			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(3) 511 IAC 10-6-2(c)	<ul style="list-style-type: none"> • Definition of performance categories • Summative scoring process that yields placement into each performance category 	32
<input type="checkbox"/> A definition of negative impact for certificated staff <input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-4(c)	<ul style="list-style-type: none"> • Definition of negative impact on student growth for all certificated staff • Description of the process for modifying a final summative rating for negative growth 	32
<input type="checkbox"/> All evaluation components factored into the final summative rating	IC 20-28-11.5-4(c)(3)	<ul style="list-style-type: none"> • Summative scoring process that yields placement into each performance category • Weighting (broken down by percentage) of all evaluation components 	32
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-5	<ul style="list-style-type: none"> • Process and timeline for delivering feedback on evaluations • Process for linking evaluation results with professional development 	32

Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Evaluation Plan must be in writing and explained before the evaluations are conducted.	IC 20-28-11.5-4(f)(1) IC 20-28-11.5-4(f)(2)	<ul style="list-style-type: none"> ● 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 	33

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	<ul style="list-style-type: none"> ● Description of ongoing evaluator training ● Description of who will serve as evaluators <ul style="list-style-type: none"> ● Process for determining evaluators 	33

<input type="checkbox"/> Teachers acting as evaluators (<i>optional</i>) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	<ul style="list-style-type: none"> • Description of who will serve as evaluators • Process for determining evaluators 	33
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	<ul style="list-style-type: none"> • Description of ongoing evaluator training 	33
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	<ul style="list-style-type: none"> • System for delivering summative evaluation results to employees 	34-35
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Remediation plan creation and timeframe • Process for linking evaluation results with professional development 	34-35
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	<ul style="list-style-type: none"> • Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation 	34-35

<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent	IC 20-28-11.5-6(c)	<ul style="list-style-type: none"> • Process for teachers rated as ineffective to request conference with superintendent 	34-35
Instruction Delivered by Teachers Rated Ineffective			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	<ul style="list-style-type: none"> • Process for ensuring students do not receive instruction from ineffective teachers two years in a row 	35
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	<ul style="list-style-type: none"> • Description of how parents will be informed of the situation 	35

**South Spencer County School Corporation
Evaluation Policy and Procedures
South Spencer Teacher Evaluation Plan (S.S.T.E.P.)**

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Indiana Teacher Evaluation: Public Law 90

Under the 2011 Education Agenda, Public Law 90 was passed in order to create a fair, credible, and accurate evaluation system. Under Public Law 90, evaluations must be annual, student-focused, and include four rating categories.

South Spencer County School Corporation Evaluation Plan History

Since a contract was in effect through the 2012-2013 school year, a committee of administrators and teachers was organized that year to evaluate the new requirements of Public Law 90. The committee decided upon using a modified RISE for the 2013-2014 school year. After completing a year of evaluations, the committee understood the importance of creating an evaluation system that was fair, credible, and accurate for all teachers. Minor modifications were made for the 2014-2015 school year. Throughout the 2014-2015 school year, the South Spencer Teacher Evaluation Plan (S.S.T.E.P.) was created. S.S.T.E.P. is adapted from the Indiana RISE model and follows the requirements under Public Law 90 by evaluating teachers annually, emphasizing student data, and rating teachers as highly effective, effective, improvement necessary, or ineffective. S.S.T.E.P. will be implemented beginning with the 2015-2016 school year. Additional updates were made in 2020-2021 to remove student learning objectives and school wide learning measures. The committee decided to pilot a new evaluation rubric system during the 2020-2021 school year that will be live for the 2021-2022 school year.

Annual Evaluation of Certified Employees

Under Public Law 90, all certified employees must be evaluated annually by a trained evaluator. Under S.S.T.E.P., employees will receive a summative evaluation annually, and include, but is not limited to: teachers, counselors, and administrators.

Annually, a trained evaluator will observe each employee for at least two short observations (minimum of 10 minutes) and one extended observation (minimum of 40 minutes). The extended observation will be planned. It is expected that a struggling employee will receive observations above and beyond the minimum number required by S.S.T.E.P. 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 employees on a professional development plan.

Objective Measure of Student Achievement and Growth

S.S.T.E.P. will consist of an annual, summative evaluation for all certified employees. The summative evaluation will be based 100% on the appropriate rubric for the certified employee.

Teachers

Teachers will be evaluated on two major components: professional practice and student learning.

Evaluating professional practice entails assessing the instructional knowledge and skills that influence student learning, as measured by competencies set forth in the S.S.T.E.P. Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.

The **Teacher Effectiveness Rubric** will be used to measure the effectiveness of a teacher. This rubric was adapted from examples provided by the state and the rubric, along with specific information pertaining to how to calculate the rubric score can be found under “Rigorous Measures of Effectiveness”. The weights for each domain on the S.S.T.E.P. Teacher Effectiveness Rubric can be found below. The Instruction Domain is weighted significantly more than the others because good instruction and classroom environment matters more than anything else a teacher can do to improve student outcomes.

	Weight
Domain 1: Planning	15%
Domain 2: Instruction	70%
Domain 3: Leadership	15%

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

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0-3.5	3.49-2.5	2.49-1.75	1.75-1

Note: Borderline points always round up.

Principals

Principals will be evaluated on two major components: professional practice and student learning.

Evaluating professional practice entails assessing the principal on teacher effectiveness and leadership actions as measured by competencies set forth in the S.S.T.E.P. Principal Effectiveness Rubric.

The **Principal Effectiveness Rubric** will be used to measure the effectiveness of a principal. This rubric was adapted from examples provided by the state, and the rubric, along with specific information pertaining to how to calculate the rubric score, can be found under “Rigorous Measures of Effectiveness”. The weights for each competency on the S.S.T.E.P. Principal Effectiveness Rubric can be found below.

Competency	Weight
Teacher Effectiveness Competency 1: Human Capital Manager	17%
Teacher Effectiveness Competency 2: Instructional Leadership	17%
Teacher Effectiveness Competency 3: Leading Indicators of Student Learning	16%
Leadership Actions Competency 1: Personal Behavior	16%
Leadership Actions Competency 2: Building Relationships	17%
Leadership Actions Competency 3: Culture of Achievement	17%

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

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0-3.5	3.49-2.5	2.49-1.75	1.75-1

Note: Borderline points always round up.

Assistant Principals

Assistant principals will be evaluated on two major components: professional practice and student learning.

Evaluating professional practice entails assessing the assistant principal on teacher effectiveness, leadership actions, curriculum and instructional leadership, and student culture, management, and support services as measured by competencies set forth in the S.S.T.E.P. Assistant Principal Effectiveness Rubric.

The **Assistant Principal Effectiveness Rubric** will be used to measure the effectiveness of an assistant principal. This rubric was adapted from examples provided by the state, and the rubric, along with specific information pertaining to how to calculate the rubric score, can be found under “Rigorous Measures of Effectiveness”. The weights for each competency on the S.S.T.E.P. Assistant Principal Effectiveness Rubric can be found below.

Domain/Competency	Weight
Domain 1: Teacher Effectiveness	30%
Domain 2: Leadership Actions	40%
Domain 3: Optional Competency	30%

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

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0-3.5	3.49-2.5	2.49-1.75	1.75-1

Note: Borderline points always round up.

Counselors

Middle School Counselors

Middle school counselors will be evaluated on two major components: professional practice and student learning.

Evaluating professional practice entails assessing the planning, counseling, and leadership skills of the counselor, as measured by competencies set forth in the S.S.T.E.P. Middle School Counselor Effectiveness Rubric.

The **Middle School Counselor Effectiveness Rubric** will be used to measure the effectiveness of a counselor. This rubric was adapted from examples provided by the state, and the rubric, along with specific information pertaining to how to calculate the rubric score, can be found under “Rigorous Measures of Effectiveness”.

Domain	Weight
Domain 1: Purposeful Planning	33%
Domain 2: Effective Counseling Services	33%
Domain 3: Counselor Leadership	34%

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

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0-3.5	3.49-2.5	2.49-1.75	1.75-1

Note: Borderline points always round up.

High School Counselors

High school counselors will be evaluated on two major components: professional practice and student learning.

Evaluating professional practice entails assessing the planning, guidance, counseling, and leadership skills of the counselor, as measured by competencies set forth in the S.S.T.E.P. High School Counselor Effectiveness Rubric.

The **High School Counselor Effectiveness Rubric** will be used to measure the effectiveness of a counselor. This rubric was adapted from examples provided by the state, and the rubric, along with specific information pertaining to how to calculate the rubric score, can be found under “Rigorous Measures of Effectiveness”.

Domain/Competency	Weight
Domain 1: Purposeful Planning	10%
Domain 2A: Effective Classroom Guidance	37%
Domain 2B: Effective Counseling Services	38%
Domain 3: Counselor Leadership	15%

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

Highly Effective	Effective	Improvement Necessary	Ineffective
4.0-3.5	3.49-2.5	2.49-1.75	1.75-1

Note: Borderline points always round up.

Rigorous Measures of Effectiveness

S.S.T.E.P. will evaluate certified employee effectiveness using the rubrics contained within this document. The rubrics are modified from rubrics the state had provided for guidance.

Teacher:

The S.S.T.E.P. 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 teacher 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.

Along with the observations, the effectiveness of the teacher may include evidence for the domains not observed (Domain 1: Planning and Domain 3: Leadership). 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.

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 observation.

Core Professionalism will be calculated into the overall Teacher Effectiveness Rubric (TER) after all domains have been calculated. Core Professionalism will be entered as a zero (0) or negative one (-1).

During the observation, evaluators should take evidence-based notes, writing specific instances of what the teacher and students said and did in the classroom. The evidence the evaluators record during the observation

should be non-judgmental, but instead reflect a clear and concise account of what occurred in the classroom. 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 feedback.

At the end of the year, primary evaluators must determine a final, teacher effectiveness rubric rating and discuss this 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 information: Not all information will necessarily come from the same evaluator, but it is the responsibility of the primary evaluator to gather information from every person that observed the teacher that year. Evaluators may also have access to materials provided by the teacher, such as lesson plans, student work, parent/teacher conference notes, etc.
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.

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

	D1: Planning	D2: Instruction	D3: Leadership
Final Ratings	3 (Effective)	2 (Improvement Necessary)	3 (Effective)

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

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. Example below:

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Planning	3	15%	0.45
Domain 2: Instruction	2	70%	1.40
Domain 3: Leadership	3	15%	0.45
		Total Score	2.30

The calculation here is as follows:

1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score

4. Incorporate Core Professionalism rating: The evaluators now look at the fourth domain: Core Professionalism. This domain represents non-negotiable aspects of the teaching profession. This domain only has two rating levels: Does Not Meet Standard and Meet 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. If a teacher has met standards in each of the four indicators, the score does not change from the result of step 3 above (Total Score = Final Teacher Effectiveness Rubric Score). 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 (Total Score – 1 = Final Teacher Effectiveness Rubric Score).

Scoring Requirement: 1 is the lowest score a teacher can receive. If the outcome is a number less than 1, then the evaluator should replace this score with a 1.

Teacher Effectiveness Rubric: Overview

The weighting of the domains in the Teacher Effectiveness Rubric can be found below.

Domain	Weight
Domain 1: Purposeful Planning	15%
Domain 2: Effective Instruction	70%
Domain 3: Teacher Leadership	15%

Domain 1: Purposeful Planning

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

Domain 2: Effective 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 Collaboration
- 2.9 Set High Expectation for Academic Success
- 2.10 Manage Student Behavior and Create a Culture of Respect

Domain 3: Teacher 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

Core Professionalism Rubric

Attendance

On-Time Arrival/Early Departure

Policies and Procedures

Respect

Principals

The S.S.T.E.P. Principal Effectiveness Rubric was developed for three key purposes:

1. To shine a spotlight on great leadership: The rubric is designed to assist schools in their efforts to increase principal effectiveness and ensure the equitable distribution of great leaders across the state.
2. To provide clear expectations for principals: The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
3. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assessing school leadership along with four discrete proficiency ratings, with student data used to support proficiency ratings.

Along with the observations, the effectiveness of the principal may include evidence for the domains not observed. Any mandatory pieces of information that the evaluator would like to see during the observation must be requested of the principal prior to the observation.

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

1. Compile ratings and notes from observations, conferences, and other sources of evidence: At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year.
2. Use professional judgment to establish final ratings for each competency. After collecting evidence, the evaluator must assess where the principal falls within each competency. Using all notes, the evaluator should assign each principal a rating in every competency on the rubric. It is not recommended that the evaluator average competency scores to obtain the final competency score, but rather use good judgment to decide which competencies matter the most for principals in different contexts and how principals have evolved over the course of the year.

At this point, each evaluator should have ratings in the six competencies that range from 1 (Ineffective) to 4 (Highly Effective). Example below:

	TE C1: Human Capital Manager	TE C2: Instructional Leadership	TE C3: Leading Indicators of Student Learning	LA C1: Personal Behavior	LA C2: Building Relationships	LA C3: Culture of Achievement
Final Ratings	3 (Effective)	2 (Improvement Necessary)	3 (Effective)	3 (Effective)	3 (Effective)	3 (Effective)

3. Use established weights to roll-up six competency ratings into one summative, final score. Example below:

	Rating (1-4)	Weight	Weighted Rating
Teacher Effectiveness Competency 1: Human Capital Manager	3	17%	0.51
Teacher Effectiveness Competency 2: Instructional Leadership	2	17%	0.34
Teacher Effectiveness Competency 3: Leading Indicators of Student Learning	3	16%	0.48
Leadership Actions Competency 1: Personal Behavior	3	16%	0.48
Leadership Actions Competency 2: Building Relationships	3	17%	0.51
Leadership Actions Competency 3: Culture of Achievement	3	17%	0.51
		Final Score	2.83

The calculation here is as follows:

1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score

Scoring Requirement: 1 is the lowest score a principal can receive. If the outcome is a number less than 1, then the evaluator should replace this score with a 1.

Principal Effectiveness Rubric: Overview

The weighting of the domains in the Principal Effectiveness Rubric can be found below.

Competency	Weight
Teacher Effectiveness Competency 1: Human Capital Manager	17%
Teacher Effectiveness Competency 2: Instructional Leadership	17%
Teacher Effectiveness Competency 3: Leading Indicators of Student Learning	16%
Leadership Actions Competency 1: Personal Behavior	16%
Leadership Actions Competency 2: Building Relationships	17%
Leadership Actions Competency 3: Culture of Achievement	17%

Domain 1: Teacher Effectiveness

1.1 Human Capital Manager

- 1.1.1 Hiring and Retention
- 1.1.2 Evaluation of Teachers
- 1.1.3 Professional Development
- 1.1.4 Leadership and Talent Development
- 1.1.5 Delegation
- 1.1.6 Strategic Assignment

1.1.7 Addressing teachers who are in need of improvement or ineffective

1.2 Instructional Leadership

1.2.1 Mission and Vision

1.2.2 Classroom Observations

1.2.3 Teacher Collaboration

1.3 Leading Indicators of Student Learning

1.3.1 Planning and Developing Student Learning Objectives

1.3.2 Rigorous Student Learning Objectives

1.3.3 Instructional Time

Domain 2: Leadership Actions

2.1 Personal Behavior

2.1.1 Professionalism

2.1.2 Time Management

2.1.3 Using feedback to improve student performance

2.1.4 Initiative and persistence

2.2 Building Relationships

2.2.1 Culture of urgency

2.2.2 Communication

2.2.3 Forging consensus for change and improvement

2.3 Culture of Achievement

2.3.1 High expectations

2.3.2 Academic rigor

2.3.3 Data usage in teams

Assistant Principals

The S.S.T.E.P. Assistant Principal Effectiveness Rubric was developed for three key purposes:

1. To shine a spotlight on great leadership: The rubric is designed to assist schools and districts in their efforts to increase assistant principal effectiveness and ensure the equitable distribution of great leaders across the state.
2. To provide clear expectations for assistant principals: The rubric defines and prioritizes the actions that effective assistant principals must engage in to support effective teaching and learning.
3. To support a fair and transparent evaluation of effectiveness: The rubric provides the foundation for accurately assessing school leadership along with four discrete proficiency ratings, with student data used as the predominant measure.

Along with the observations, the effectiveness of the assistant principal may include evidence for the domains not observed. Any mandatory pieces of information that the evaluator would like to see during the observation must be requested of the assistant principal prior to the observation.

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

1. Compile ratings and notes from observations, conferences, and other sources of evidence: At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year.
2. Use professional judgment to establish final ratings for each domain and competency: After collecting evidence, the evaluator must assess where the assistant principal falls within each domain and competency. Using all notes, the evaluator should assign each assistant principal a rating in every domain and competency on the rubric. It is not recommended that the evaluator average domain and competency scores to obtain the final domain and competency score, but rather use good judgment to decide which competencies matter the most for assistant principals in different contexts and how assistant principals have evolved over the course of the year.

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

	D1: Teacher Effectiveness	D2: Leadership Actions	C1: Curriculum and Instructional Leadership	C2: Student Culture, Management, and Support Services
Final Ratings	3 (Effective)	2 (Improvement Necessary)	3 (Effective)	3 (Effective)

3. Use established weights to roll-up domain and competency ratings into one summative, final score. Example below:

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Teacher Effectiveness	3	30%	0.9
Domain 2: Leadership Actions	2	40%	0.8
Domain 3: Optional Competency	3	30%	0.9
		Final Score	2.6

The calculation here is as follows:

1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score

Scoring Requirement: 1 is the lowest score an assistant principal can receive. If the outcome is a number less than 1, then the evaluator should replace this score with a 1.

Assistant Principal Effectiveness Rubric: Overview

The weighting of the domains in the Assistant Principal Effectiveness Rubric can be found below.

Domain/Competency	Weight
Domain 1: Teacher Effectiveness	30%
Domain 2: Leadership Actions	40%
Domain 3: Optional Competency	30%

Domain 1: Teacher Effectiveness

1.1 Mission and Vision

1.1.1 Contributes to the achievement of the mission and vision

1.2 Human Capital Management

1.2.1 Observes professional practice

1.2.2 Provides actionable feedback

1.2.3 Monitors student performance

1.2.4 Demonstrates commitment to improve teacher performances

1.3 Talent Review

1.3.1 Assists the principal with the evaluation of teachers

Domain 2: Leadership Actions

2.1 Professional Leadership

2.1.1 Effectively Communicates

2.1.2 Reflects on practice and continually learns

2.1.3 Demonstrates resiliency and persistence

2.1.4 Monitors time and task management

2.2 School Leadership

2.2.1 Maintains a culture of excellence

- 2.2.2 Supports a universal code of conduct
- 2.2.3 Engage families and the community in student learning

Domain 3: Optional Competencies

3.1 Curriculum and Instructional Leadership

- 3.1.1 Supports the development and implementation of rigorous student learning objectives
- 3.1.2 Uses data to drive instruction
- 3.1.3 Implements appropriate academic interventions

3.2 Student Culture, Management, and Support Service

- 3.2.1 Implements effective school policies
- 3.2.2 Monitors school culture
- 3.2.3 Enhances a positive school culture
- 3.2.4 Provides effective supervision
- 3.2.5 Supports student services

Counselors

The S.S.T.E.P. Middle/High School Counselor Effectiveness Rubrics were developed for three key purposes:

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

Along with the observations, the effectiveness of the school counselor may include evidence for the domains not observed. Any mandatory pieces of information that the evaluator would like to see during the observation must be requested of the counselor prior to the observation.

Core Professionalism will be calculated into the overall Middle/High School Counselor Effectiveness Rubric (TER) after all domains have been calculated. Core Professionalism will be entered as a zero (0) or negative one (-1).

At the end of the year, primary evaluators must determine a final, counselor effectiveness rubric rating and discuss this with the counselor during the end-of-year conference. The final counselor 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 evidence: At the end of the school year, evaluators should have collected a body of evidence representing professional practice from throughout the year. Not all information will necessarily come from the same evaluator, but it is the responsibility of the primary evaluator to gather information from every person that observed the counselor that year. Evaluators may also have access to materials provided by the counselor.
2. Use professional judgment to establish a rating for each domain: After collecting information, the primary evaluator must assess where the counselor falls within each competency. Using all notes, the evaluator should assign each counselor a rating in every competency on the rubric. Next, the evaluator uses professional judgment to assign a counselor a rating in each of the domains. It is not recommended that the evaluator average competency scores, but rather use good judgment to decide which competencies matter the most for counselors in different contexts and how counselors have evolved over the course of the year. The final domain ratings should reflect the body of information available to the evaluator.

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

Middle School Counselors

	D1: Purposeful Planning	D2: Effective Counseling Services	D3: Counselor Leadership
Final Ratings	3 (Effective)	3 (Effective)	4 (Highly Effective)

High School Counselors

	D1: Purposeful Planning	D2A: Effective Classroom Guidance	D2B: Effective Counseling Services	D3: Counselor Leadership
Final Ratings	3 (Effective)	4 (Highly Effective)	3 (Effective)	3 (Effective)

3. Use established weights to roll-up domain ratings into one rating: At this point, each of the final domain ratings is weighted according to importance and summed to form one rating.

Middle School Counselors

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Purposeful Planning	3	33%	0.99
Domain 2: Effective Counseling Services	3	33%	0.99
Domain 3: Counselor Leadership	4	34%	1.36
		Total Score	3.34

The calculation here is as follows:

1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score

High School Counselors

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Purposeful Planning	3	10%	0.30
Domain 2A: Effective Classroom Guidance	4	37%	1.48
Domain 2B: Effective Counseling Services	3	38%	1.14
Domain 3: Counselor Leadership	3	15%	0.45
		Total Score	3.37

The calculation here is as follows:

1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score

4. Incorporate Core Professionalism rating: The evaluators now look at the fourth domain: Core Professionalism. This domain represents non-negotiable aspects of the counseling profession. This domain only has two rating levels: Does Not Meet Standard and Meet Standard. The evaluator uses available information and professional judgment to decide if a counselor has not met the standards for any of the four indicators. If a counselor has met standards in each of the four indicators, the score does not change from the result of step 3 above (Total Score = Final Counselor Effectiveness Rubric Score). If the counselor 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 (Total Score – 1 = Final Counselor Effectiveness Rubric Score).

Scoring Requirement: 1 is the lowest score a counselor can receive. If the outcome is a number less than 1, then the evaluator should replace this score with a 1.

Middle School Counselor Effectiveness Rubric: Overview

The weighting of the domains in the Middle School Counselor Effectiveness Rubric can be found below.

Domain	Weight
Domain 1: Purposeful Planning	33%
Domain 2: Effective Counseling Services	33%
Domain 3: Counselor Leadership	34%

Domain 1: Purposeful Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Program and Student Goals
- 1.3 Plan, Organize, Deliver and Manage Effective Counseling Program
- 1.4 Coordinates all student assessment including ISTEP
- 1.5 Plans for, organizes, and builds the master schedule

Domain 2: Effective Counseling Services

- 2.1 Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning
- 2.2 Provide counseling, guidance, consultation, crisis intervention or referral as needed
- 2.3 Provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services
- 2.4 Connect student learning to future plans
- 2.5 Supports students in assessment interpretation and goal-setting

Domain 3: Counselor 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

Core Professionalism Rubric

- Attendance
- On-Time Arrival/Early Departure
- Policies and Procedures
- Respect

High School Counselor Effectiveness Rubric: Overview

The weighting of the domains in the High School Counselor Effectiveness Rubric can be found below.

Domain	Weight
Domain 1: Purposeful Planning	10%
Domain 2A: Effective Classroom Guidance	37%
Domain 2B: Effective Counseling Services	38%
Domain 3: Counselor Leadership	15%

Domain 1: Purposeful Planning

- 1.1 Utilize Assessment Data to Plan
- 1.2 Set Ambitious and Measurable Program and Student Goals
- 1.3 Plan, Organize, Deliver and Manage Effective Counseling Program
- 1.4 Track Student Data and Analyze Progress

Domain 2A: Effective Classroom Guidance

- 2A.1 Demonstrates and Clearly Communicate Content Knowledge to Students
- 2A.2 Create a Culture of Respect and Collaboration
- 2A.3 Set High Expectations for Academic Success

Domain 2B: Effective Counseling Services

- 2B.1 Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning
- 2B.2 Provide counseling, guidance, consultation, crisis intervention or referral as needed
- 2B.3 Connect student learning to future plans
- 2B.4 Supports students in assessment interpretation and goal-setting

Domain 3: Counselor 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

Core Professionalism Rubric

- Attendance
- On-Time Arrival/Early Departure
- Policies and Procedures
- Respect

Designation in Rating Category

Performance Categories

Each certified employee's summative evaluation score will be based on the following components:

Highly Effective: A highly effective certified employee consistently exceeds expectations. This is a certified employee 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 certified employee consistently meets expectations. This is a certified employee 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 certified employee who is rated as improvement necessary requires a change in performance before he/she meets expectations. This is a certified employee 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 certified employee consistently fails to meet expectations. This is a certified employee 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.

Evaluation Feedback

Feedback Requirements

All evaluators are expected to provide specific and meaningful feedback on performance following all observations within 7 days of the observation. Evaluators will use Standards for Success to provide feedback. Certified staff may complete professional development to demonstrate effort when improvement is necessary.

Evaluation Plan Discussion

The Evaluation Committee will be comprised of administrators (superintendent and principals) and teachers representing all schools within the South Spencer County School Corporation. Members of the Evaluation Committee will meet periodically to discuss and/or adjust the S.S.T.E.P. Members of the Evaluation Committee will provide certified staff a copy of the S.S.T.E.P. Any and all questions will be explained to certified staff prior to evaluations being conducted. Evaluation Committee members within the school building can help administrators answer questions when necessary.

Evaluators

Evaluators

Administrators (superintendent, principals, and assistant principals) will serve as evaluators. In the event that a building administrator cannot perform the duty as an evaluator, a certified employee holding an administrator license can serve as an evaluator. All evaluators must be properly trained prior to beginning the evaluator duties.

The trained evaluator may consist of a primary or secondary evaluator. The primary evaluator is responsible for tracking evaluation results and helping teachers set goals for development. The primary evaluator will perform most observations, evaluate all information collected, and determine the summative rating of the teacher. The secondary evaluator may perform some of the observations and will pass on information to the primary evaluator.

Evaluator Training

Evaluator training will occur when needed. New principals will be trained by current principals or be given the opportunity to go to training at the SIEC. Current principals will be given the opportunity to go to refresher training.

Feedback and Remediation Plans

Feedback Requirements

Pre- and post-conferences may be requested. A post-conference should be scheduled to review the outcome of the observation.

All evaluators are expected to provide specific and meaningful feedback on performance following all observations within 7 days of the observation. Evaluators will use Standards for Success to provide feedback.

There will be no summative rating assigned until all information is collected and analyzed. After all information is collected, primary evaluators must determine a summative evaluation score for the employee and discuss this with the employee during the end-of-year conference. Evaluators will use Standards for Success to provide the summative evaluation results.

Professional Development Plan

A professional development plan is an in-depth tool for employees to assess performance and set development goals with the assistance of an evaluator. Although all employees are encouraged to complete a professional development plan, only employees who show significant deficits early in the school year OR who score an “ineffective” or “improvement necessary” on their summative evaluation the previous year are required to have a professional development plan monitored by the evaluator. This may also serve as the remediation plan specified under Public Law 90. Employees 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 employee discuss the employee’s performance thus far and adjust individual goals as necessary. Professional development goals should be directly tied to areas of improvement within the appropriate S.S.T.E.P. Effectiveness Rubric and should be submitted using Standards for Success. Teachers with professional development plans can use professional development activities for license renewal credits.

Employees in their first few years are encouraged to complete a professional development plan with the support of their primary evaluator. These employees will benefit from early and frequent feedback on their performance. Evaluators should adjust timing of observations and conferences to ensure these employees 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.

Conferences with Superintendent

An employee rated ineffective may request a conference with the superintendent by contacting the corporation office.

Professional Judgment

Assessing professional practice requires evaluators to constantly use their professional judgment. No observation rubric can capture all the nuances in how employees 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. Evaluators must use professional judgment when assigning a rating for each competency as well as when combining all competency ratings into a single, overall domain score. Evaluators should consider the ways and extent to which an employee's practice grew over the year, his/her responses to feedback, how he/she adapted their practice to their current students, and the many other appropriate factors that cannot be directly accounted for before setting a final rating.

Instruction Delivered by Teachers Rated Ineffective

Ineffective teacher ratings will be tracked by the Superintendent. This documentation will be in Standards for Success. Principals will be directed not to assign students to ineffective teachers two years in a row. Principals will be directed to inform parents if a student is assigned to an ineffective teacher two years in a row and the placement is unavoidable. Documentation of that communication will be in Standards for Success.

Principal evaluations will reflect the compliance/non-compliance to these directives.

S.S.T.E.P. Teacher Effectiveness Rubric

*adapted from Indiana RISE

DOMAIN 1: PURPOSEFUL PLANNING - 15%

Teachers use Indiana Academic Standards to develop a curriculum, assess student learning and plan for accommodations and changes in responses to a lack of student progress.

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

1.4	Create Objective-Driven Lesson Plans and Assessments Based on Academic Standards	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Differentiates instruction to enhance instruction - Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction 	<p>Teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state academic standards - Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives - Designing formative assessments that measure progress towards mastery that directs instruction 	<p>Teacher plans daily lessons by:</p> <ul style="list-style-type: none"> - Identifying lesson objectives that are aligned to state academic standards - Matching instructional strategies and activities/assignments to the lesson objectives <p>Teacher does not:</p> <ul style="list-style-type: none"> - Design assignments that are meaningful or relevant - Plan formative assessments to measure progress towards mastery that directs instruction 	Teacher rarely or never plans daily lessons OR daily lessons are planned, but lack meaningful objectives, instructional strategies, or assignments
1.5	Track Student Data and Analyze Progress	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Uses daily checks for analyzing student progress - Makes use of a relevant tracking system to analyze student progress in order to drive future lesson plans 	<p>Teacher uses a relative data tracking system for:</p> <ul style="list-style-type: none"> - 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 	<p>Teacher uses an effective data tracking system for:</p> <ul style="list-style-type: none"> - Recording student assessment/ progress - Maintaining a grading system <p>Teacher does not:</p> <ul style="list-style-type: none"> - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals 	Teacher rarely or never uses a relevant tracking system to record student assessment/progress data and/or has no discernible grading system

DOMAIN 2: EFFECTIVE INSTRUCTION -70%

Teachers facilitate student learning engaging students in opportunities to gain mastery of the objectives in a classroom environment that fosters a climate of expectation around achievement, excellence and respect.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.1:</p> <p>Develop Student Understanding and Mastery of Lesson Objectives</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students can explain the importance of the objective - Teacher effectively engages prior knowledge of students in connecting to lesson - Students demonstrate through work or comments that they understand this connection 	<ul style="list-style-type: none"> - Lesson objective is specific, measurable, and aligned to academic standards. It conveys what students are learning and what they will be able to do by the end of the lesson - The importance of the objective is written and/or explained to students in easy-to-understand terms - Lesson builds on students' prior knowledge - Lesson is well-organized to move students towards mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but does not align to academic standards nor is it measurable - Objective is stated, but not in a manner that leads to students understanding - Lesson generally does not build on students prior knowledge - Organization of the lesson may not always be connected to mastery of the objective 	<ul style="list-style-type: none"> - Lesson objective is unclear about what students are learning or will be able to do by the end of the lesson - Teacher fails to connect the objective to the lesson - There is no connection between objective and student's prior knowledge. - 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)
<p>Competency 2.2:</p> <p>Demonstrate and Clearly Communicate Content Knowledge to Students</p>	<p><i>For Level 4, all of the evidence listed under level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding - Teacher effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest - Students participate in each other's learning of content through collaboration during the lesson - Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level 	<ul style="list-style-type: none"> - Teacher demonstrates content knowledge and delivers content that is factually correct - Content is clear, concise and well-organized - Teacher restates and rephrases instruction in multiple ways to increase understanding - Teacher uses developmentally appropriate language and explanations - Teacher implements relevant instructional strategies learned via professional development 	<ul style="list-style-type: none"> -Teacher delivers content that is factually correct - Content occasionally lacks clarity and is not as well organized as it could be - Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding -Teacher explanations sometimes lack developmentally appropriate language - Teacher does not always implement new and improved instructional strategies learned via professional development 	<ul style="list-style-type: none"> - Teacher may deliver content that is factually incorrect - Explanations may be unclear or incoherent and fail to build student understanding of key concepts - Teacher continues with planned instruction, even when it is obvious that students are not understanding content - Teacher fails to use developmentally appropriate language

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)
<p>Competency 2.3:</p> <p>Engage Students in Academic Content</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher provides ways to engage with content that significantly promotes student mastery of the objective - Teacher provides differentiated ways of engaging with content specific to individual student needs - The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do 	<ul style="list-style-type: none"> -Teacher employs effective strategies that engage students in learning - Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective and mastery of content -Teacher sustains the attention of the class - 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 - There is evidence the students are participating in the lesson -Teacher effectively integrates technology as a tool to engage students in academic content 	<ul style="list-style-type: none"> - Teacher employs limited strategies and engages students in learning - While engaging teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content - Teacher misses 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 - ELL and IEP students have fewer than required accommodations to engage in content. - Teacher sometimes integrates technology as a tool to engage students in academic content. 	<ul style="list-style-type: none"> - Teacher does not engage students in their learning - Teacher may only provide one way of engaging with content OR teacher provides multiple ways of engaging students that are not aligned to the lesson objective or 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 required accommodations to engage in content - Teacher never integrates technology as a tool to engage students in academic content

Notes:

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

intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.4:</p> <p>Check for Understanding</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Teacher checks for understanding and uses open ended questions to engage students in questioning that requires higher order thinking 	<ul style="list-style-type: none"> - Teacher checks for understanding when necessary to assess moving forward to the next step of the lesson - Teacher uses a variety of methods to check for understanding - Teacher uses wait time effectively both after posing a question and before helping students think through a response - Teacher doesn't accept non-participation and does return to these students to assess understanding - Teacher systematically assesses student's mastery of the objective(s) at the end of each lesson (see note for examples) 	<ul style="list-style-type: none"> - Teacher sometimes checks for understanding of content - Teacher gains some information during some checks of understanding and modifies the lesson, but not effectively - Teacher does not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content - Teacher sometimes accepts non participation and does not return to these students to assess understanding - Teacher assesses student mastery at the end of the lesson but does not use this information to drive subsequent lesson planning 	<ul style="list-style-type: none"> - Teacher rarely checks for understanding of content, and therefore cannot gain enough information to modify the lesson - Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer. - Teacher frequently accepts non participation and does not return to these students to assess understanding - Teacher rarely assesses for mastery at the end of the lesson

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or part way through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

- Checks for Understanding: thumbs up/down, cold-calling
- Do Now's, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips

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

Notes:

1. Rating on 2.5 cannot be higher than 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)
<p>Competency 2.6:</p> <p>Develop Higher Level of Understanding through Rigorous Instruction and Work</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Lesson is accessible and challenging to all students - Students are able to answer higher-level questions with meaningful responses - Students pose higher-level questions to the teacher and to each other - Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great - Teacher encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments) 	<ul style="list-style-type: none"> - Lesson is accessible and challenging to almost all students - Teacher frequently develops higher-level understanding through effective questioning - Lesson pushes almost all students forward due to differentiation of instruction based on each student's level of understanding - Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning - Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult tasks 	<ul style="list-style-type: none"> - Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing) -Teacher may not always use questioning as an effective tool to increase 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 	<ul style="list-style-type: none"> - Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts - Lesson rarely pushes any students forward. Teacher does not differentiate instruction based on students' level of understanding - Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts - Teacher gives up on students easily and does not encourage them to persist through difficult tasks

Notes:

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)
<p>Competency 2.7:</p> <p>Maximize Instructional Time</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are 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 	<ul style="list-style-type: none"> - Class starts on-time - Routines, transitions, and procedures are well-executed. - Students are engaged in meaningful work except for brief periods of time (for example, during attendance) - Teacher delegates time between parts of the lesson appropriately 	<ul style="list-style-type: none"> - Class may frequently start a few minutes late - Routines, transitions, and procedures are in place, but students require excessive direction or prompting to follow them - There are periods of time when students are left without meaningful work to keep them engaged - Teacher delegate lesson time inappropriately between parts of the lesson 	<ul style="list-style-type: none"> - Teacher consistently starts class late - There are few or no evident routines or procedures in place - There are lengthy periods of time in which students are not engaged - Teacher does not delegate lesson time appropriately
<p>Competency 2.8:</p> <p>Create Classroom Culture of Respect and Collaboration</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance 	<ul style="list-style-type: none"> - Students are given opportunities to collaborate and support each other in the learning process 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.9:</p> <p>Set High Expectations for Academic Success</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress - Students demonstrate high academic expectations for themselves - Student comments and actions demonstrate that they are excited about their work 	<ul style="list-style-type: none"> - Teacher sets high expectations for students of all levels -Teacher creates an environment where students are invested in their work and value academic success as evidenced by their effort and quality of their work -Teacher creates an environment where the classroom is a safe place to take on challenges and risk failure -Teacher celebrates and praises high quality academic work -High quality work of students is displayed or shared in the classroom when appropriate 	<ul style="list-style-type: none"> - Teacher may set high expectations for some, but not others -Teacher creates an environment where students are generally invested in their work, but some may occasionally spend time off-task or give up when work is challenging -Teacher creates an environment where some students are afraid to take on challenges and risk failure - Teacher praises the academic work of some, but not others - High quality work of a few, but not all students, may be displayed in the classroom 	<ul style="list-style-type: none"> - Teacher never sets high expectations for students -Teacher creates an environment where most students consistently demonstrate disinterest or lack of investment in their work. -Teacher creates an environment where students are generally afraid to take on challenges and risk failure. Discouraging comments are not addressed -Teacher 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.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>Competency 2.10:</p> <p>Manage Student Behavior and Create a Culture of Respect</p>	<p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Anticipates disruptive behaviors and addresses them before they begin. - Students reinforce positive character and behavior and discourage negative behavior amongst themselves 	<ul style="list-style-type: none"> - Disruptive behaviors and off-task conversations are addressed effectively - Students are respectful of their teacher and peers - Teacher reinforces positive character and behavior and issues consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions 	<ul style="list-style-type: none"> - Disruptive behaviors and off-task conversations are not effectively addressed - Students are generally respectful of their teacher and peers; any occurrences of disrespect are inconsistently addressed - 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 	<ul style="list-style-type: none"> - Disruptive behaviors and off-task conversations are not addressed by the teacher - Students are frequently disrespectful of teacher or peers and such behavior is ignored - Teacher never praises positive behavior - Teacher never addresses negative behavior - Teacher shows blatant disrespect toward students

Notes:

1. 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.

DOMAIN 3: Teacher Leadership - 15%

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

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Contribute ideas and expertise to improving schools efforts when appropriate - Teacher dedicates time efficiently, when needed, to helping students and peers 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Seldom contribute ideas and expertise to improving school efforts <p>Teacher may not:</p> <ul style="list-style-type: none"> - Dedicate time to help students and peers efficiently outside of class 	<ul style="list-style-type: none"> -Teacher never contributes ideas aimed at improving school efforts -Teacher dedicates no time outside of class towards helping students and peers
3.2	Collaborate with Peers	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations - Take on leadership roles within collaborative groups 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seek out and participate in regular opportunities to work with and learn from others and ask for assistance, when needed, and provide assistance to others in need 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Seldom participate in opportunities to work with and learn from others - Seldom ask for assistance when needed 	<ul style="list-style-type: none"> -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	<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally may:</p> <ul style="list-style-type: none"> - Teacher regularly shares newly learned knowledge and practices with others - Seek out opportunities to lead professional development sessions 	<p>Teacher will:</p> <ul style="list-style-type: none"> -Teacher will actively pursue opportunities to improve knowledge and practice and seek out ways to implement new practices into instruction, where applicable 	<p>Teacher will:</p> <ul style="list-style-type: none"> - Attend all mandatory professional development opportunities <p>Teacher may not:</p> <ul style="list-style-type: none"> - Actively pursue optional professional development opportunities - Seek out ways to implement new practices into instruction 	<ul style="list-style-type: none"> -Teacher never attends professional development opportunities when available -Teacher shows no interest in new ideas, programs, or classes to improve teaching and learning

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

S.S.T.E.P. Principal Effectiveness Rubric

*adapted from Indiana RISE

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 - 17%				
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 entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results; - Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).	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 decision.	Principal <u>does not</u> 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 ² ; - 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.

²For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

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

1.1.4	Leadership and Talent Development	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Encouraging and supporting teacher leadership and progression on career ladders; - Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; - Recognizing and celebrating emerging leaders. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school; - Providing formal and informal opportunities to mentor emerging leaders; - Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities. 	<p>Principal develops leadership and talent by:</p> <ul style="list-style-type: none"> - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school; - Providing formal and informal opportunities to mentor some, but not all, emerging leaders; - Providing moderate support and encouragement of leadership and growth as evidenced by assignment to existing leadership positions without expanding possible positions to accommodate emerging and developing leaders. 	<p>Principal <u>does not</u> develop leadership and talent by:</p> <ul style="list-style-type: none"> - Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school; - Rarely or never provides mentorship to emerging leaders; - Providing no support and encouragement of leadership and growth; - Frequently assigns responsibilities without allocating necessary authority
1.1.5	Delegation	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Encouraging and supporting staff members to seek out responsibilities; - Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring the progress towards success of those to whom delegations have been made; - Providing support to staff members as needed. 	<p>Principal delegates tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; - Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; - Providing support, but not always as needed. 	<p>Principal <u>does not</u> delegate tasks and responsibilities appropriately by:</p> <ul style="list-style-type: none"> - Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; - Rarely or never providing support.

1.1.6	Strategic Assignment	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Leveraging teacher effectiveness to further generate student success by assigning teachers and staff to professional learning communities or other teams that compliment individual strengths and minimize weaknesses. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> - Strategically assigning teachers and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports school goals and maximizes achievement for all students; - Strategically assigning support staff to teachers and classes as necessary to support student achievement. 	<p>Principal uses staff placement to support instruction by:</p> <ul style="list-style-type: none"> - Systematically assigning teachers and staff to employment positions based on several factors without always holding student academic needs as the first priority in assignment when possible. 	<p>Principal <u>does not</u> use staff placement to support instruction by:</p> <ul style="list-style-type: none"> - Assigning teachers and staff based to employment positions purely on qualifications, such as license or education, or other determiner not directly related to student learning or academic needs.
1.1.7	Addressing teachers who are in need of improvement or ineffective	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Staying in frequent communication with teachers on remediation plans to ensure necessary support; - Tracking remediation plans in order to inform future decisions about effectiveness of certain supports. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Developing remediation plans with teachers rated as ineffective or in need of improvement; - Monitoring the success of remediation plans; - Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal addresses teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Occasionally monitoring the success of remediation plans; - Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers. 	<p>Principal does not address teachers in need of improvement or ineffective by:</p> <ul style="list-style-type: none"> - Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; - Rarely or never monitoring the success of remediation plans; - Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.2 Instructional Leadership - 17%					
1.2.1	Mission and Vision	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Defining long, medium, and short-term application of the vision and/or mission; - Monitoring and measuring progress toward the school's vision and/or mission; - Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor; - Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and that spreads to other stakeholder groups. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> - Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); - Defining specific instructional and behavioral actions linked to the school's vision and/or mission; - Ensuring all key decisions are aligned to the vision and/or mission; - Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students. 	<p>Principal supports a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> - Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s); - Making significant key decisions without alignment to the vision and/or mission; - Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students. 	<p>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</p> <ul style="list-style-type: none"> - Failing to adopt a school-wide instructional vision and/or mission; - Defining a school-wide instructional vision and/or mission that is not applied to decisions; - Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness.
1.2.2	Classroom Observations	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems and schedules ensuring all teachers are frequently 	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> - Visiting all teachers frequently (announced and 	<p>Principal uses classroom observations to support student academic achievement by:</p>	<p>Principal uses classroom observations to support student academic achievement by:</p> <ul style="list-style-type: none"> - Rarely or never visiting teachers to observe

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.3 Leading Indicators of Student Learning - 16%					
1.3.1	<p>Planning and Developing Student Achievement Goals</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizing student achievement goals 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 student achievement goals; - Ensuring students are aware of and can communicate the academic expectations inherent in teacher student achievement goals; - Empowering teachers, staff, and students to participate in the monitoring of progress towards student achievement goals; - Revisiting the use and design of teacher and school-wide tracking tools. 	<p>Principal supports the planning and development of student achievement goals by:</p> <ul style="list-style-type: none"> - Organizing and leading opportunities for collaboration within departments and across grades in developing student achievement goals; - 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 student achievement goals that appropriately take students' starting points into account; - Systematically working with teachers to monitor and revisit student achievement goals throughout the year as necessary. - Utilizing a tracking tool to monitor school-wide progress on student achievement goals; 	<p>Principal supports the creation of student achievement goals by:</p> <ul style="list-style-type: none"> - Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur; - Occasionally collaborating with teachers to identify standards or skills to be assessed; - Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments; - Working with teachers only occasionally throughout the year to measure progress towards goals; - Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards student achievement goals. 	<p>Principal <u>does not</u> support the creation of student achievement goals by:</p> <ul style="list-style-type: none"> - Failing to organize/provide opportunities for teacher collaboration; - Failing to meet with teachers to look at baseline data, select assessments, and set student achievement goals; - Not meeting with teachers throughout the year to look at progress towards goals.

			- Ensuring teachers utilize a tracking tool to show student progress towards student achievement goals.		
1.3.2	Rigorous Student Achievement Goals	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Utilizing rigorous student achievement goals to define and lead a school's culture and sense of urgency; - Establishing an on-going culture of looking at data and progress towards student achievement goals involving all staff members in the school regularly meeting to talk about data and instructional practice. 	<p>Principal creates rigor in student achievement goals by:</p> <ul style="list-style-type: none"> - Ensuring teachers' student achievement goals 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 student achievement goals; - Ensuring student achievement goals are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth. 	<p>Principal creates rigor in student achievement goals by:</p> <ul style="list-style-type: none"> - Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in student achievement goals; - Assessing baseline data that may not be effectively used to assess students' starting points; - Selecting and allowing for assessments that may not be appropriately aligned to state content standards. 	<p>Principal creates rigor in student achievement goals by:</p> <ul style="list-style-type: none"> - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards.

1.3.3	Instructional Time	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Systematically monitors the use of instructional time to 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> - Removing all sources of distractions of instructional time; 	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> - Removing major sources of distractions of instructional time; 	<p>Principal <u>does not</u> support instructional time by:</p> <ul style="list-style-type: none"> - Failing to establish a culture in which instructional time is the priority, as
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		create innovative opportunities for increased and/or enhanced instructional time.	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time. 	<p>evidence by discipline issues, attendance, interruptions to the school day, etc;</p> <ul style="list-style-type: none"> - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time
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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 - 16%					
2.1.1	Professionalism	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Articulates and communicates appropriate behavior to all stakeholders, including parents and the community; - Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times 	<p>Principal displays professionalism by:</p> <ul style="list-style-type: none"> - Modeling professional, ethical, and respectful behavior at all times; - Expecting students and colleagues to display professional, ethical, and respectful behavior at all times. 	<p>Principal supports professionalism by:</p> <ul style="list-style-type: none"> - Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations; - Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations. 	<p>Principal <u>does not</u> support professionalism by:</p> <ul style="list-style-type: none"> - Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations; - Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations.
2.1.2	Time Management	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives; - Monitoring use of time to identify areas that are not effectively utilized. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> - Establishing yearly, monthly, weekly, and daily priorities and objectives; - Identifying and consistently prioritizing activities with the highest-leverage on student achievement. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> - Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives; - Occasionally prioritizes activities unrelated to student achievements. 	<p>Principal manages time effectively by:</p> <ul style="list-style-type: none"> - Rarely or never establishing timely objectives or priorities; - Regularly prioritizing activities unrelated to student achievement.

2.1.3	<p>Using feedback to improve student performance</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance; - Identifying the most efficient means through which feedback can be generated. - Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Actively soliciting feedback and help from all key stakeholders; - Acting upon feedback to shape strategic priorities to be aligned to student achievement. 	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Accepts feedback from any stakeholder when it is offered but does not actively seek out such input; - Occasionally acting upon feedback to shape strategic priorities aligned to student achievement. 	<p>Principal <u>does not</u> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> - Regularly avoiding or devaluing feedback; - Rarely or never applying feedback to shape priorities
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2.1.4	Initiative and persistence	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Exceeding typical expectations to accomplish ambitious goals; - Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement; - Engaging with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Consistently achieving expected goals; - Taking on voluntary responsibilities that contribute to school success; - Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement; - Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal displays initiative and persistence by:</p> <ul style="list-style-type: none"> - Achieving most, but not all expected goals; - Occasionally taking on additional, voluntary responsibilities that contribute to school success; - Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement; - Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement. 	<p>Principal <u>does not</u> display initiative and persistence by:</p> <ul style="list-style-type: none"> - Rarely or never achieving expected goals; - Rarely or never taking on additional, voluntary responsibilities that contribute to school success; - Rarely or never taking risks to support students in achieving results; - Never seeking out potential partnerships.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 Building Relationships - 17%					
2.2.1	Culture of urgency	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.	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.	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 <u>does not</u> 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.
2.2.2	Communication	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.	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.	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 <u>does not</u> 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.

2.2.3	Forging consensus for change and improvement	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Guides others through change and addresses resistance to that change; - Monitors the success of strategies and revises based on strengths and weaknesses; - Creates cultural changes that reflect and support building a consensus for change. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Using effective strategies to work toward a consensus for change and improvement; - Systematically managing and monitoring change processes; - Securing cooperation from key stakeholders in planning and implementing change and driving improvement. 	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement; - Managing change and improvement processes without building systems and allies necessary to support the process; - Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders. 	<p>Principal <u>does not</u> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> - Failing to identify areas in which agreement and/or consensus is necessary; - Rarely or never managing or developing a process for change and/or improvement; - Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.3 Culture of Achievement - 17%					
2.3.1	<p>High expectations</p>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations; - Benchmarking expectations to the performance of the state's highest performing schools; - Creating systems and approaches to monitor the level of academic and behavior expectations; - Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals. 	<p>Principal creates and supports high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Empowering teachers and staff to set high and demanding academic and behavior expectations for every student; - Empowering students to set high and demanding expectations for themselves; - Ensuring that students are consistently learning, respectful, and on task; - Setting clear expectations for student 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. 	<p>Principal creates and supports high academic and behavioral expectations by:</p> <ul style="list-style-type: none"> - Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations; - Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior. 	<p>Principal <u>does not</u> create or support high academic and behavior expectations by:</p> <ul style="list-style-type: none"> - Accepting poor academic performance and/or student behavior; - Failing to set high expectations or sets unrealistic or unattainable goals.

2.3.2	Academic rigor	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating ambitious academic goals and priorities that are accepted as fixed and immovable. 	<p>Principal establishes academic rigor by:</p> <ul style="list-style-type: none"> - Creating academic goals that are nearing the rigor required to meet the school's academic goals; - Creating academic goals but occasionally deviates from these goals in the face of adversity. 	<p>Principal <u>has not</u> established academic rigor by:</p> <ul style="list-style-type: none"> - 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	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> - Data used as basis of decision making is transparent and communicated to all stakeholders; - Monitoring the use of data in formulating action plans to identify areas where additional data is needed. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Orchestrating frequent and timely team collaboration for data analysis; - Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis. 	<p>Principal utilizes data by:</p> <ul style="list-style-type: none"> - Occasionally supporting and/or orchestrating team collaboration for data analysis; - Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis. 	<p>Principal <u>does not</u> utilize data by:</p> <ul style="list-style-type: none"> - Rarely or never organizing efforts to analyze data; - Rarely or never applying data analysis to develop action plans.

S.S.T.E.P. Assistant Principal Effectiveness Rubric

*adapted from Indiana RISE

DOMAIN 1: Teacher Effectiveness - 30%

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

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 Mission and Vision					
1.1.1	Contributes to the achievement of the mission and vision	<ul style="list-style-type: none"> - Catalyzes commitment to and vigorous pursuit of the school's vision & mission 	<ul style="list-style-type: none"> - Working through complex issues in ways that energize stakeholder commitment - Contributing individual capabilities and leading group initiatives that consistently achieve essential objectives - Translates the vision and mission into daily school practices 	<ul style="list-style-type: none"> - Contributes individual capabilities to achieve essential objectives - Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent 	<ul style="list-style-type: none"> - Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision - Exhibits actions or behaviors that negatively affect stakeholder commitment

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.2 Human Capital Management					
1.2.1	Observes professional practice	<ul style="list-style-type: none"> - Systematically tracks the number of observations, type of feedback delivered, and whether the feedback was implemented - Differentiates the number of observations based on observed levels of teacher effectiveness 	<ul style="list-style-type: none"> - Examines prior performance and student achievement data to inform observations and walkthroughs - Accurately categorizes observed instructional practice - Tracks the number of observations and type of feedback delivered and regularly communicates observed deficiencies in teacher practice to the principal 	<ul style="list-style-type: none"> - Frequently categorizes instructional practice inaccurately - Conducts the minimum number of required observations, despite observed deficiencies in professional practice - Tracks the number of observations and type of feedback delivered, but fails to communicate observation results to the principal 	<ul style="list-style-type: none"> - Fails to conduct an adequate number of observations - Fails to implement a system to track the number of observations and/or the type of feedback offered to teachers
1.2.2	Provides actionable feedback	<ul style="list-style-type: none"> - Models desired actions or schedules opportunities for the teacher to learn from other teachers - Assists the teacher in rewriting lesson plans, unit plans, assessments, etc. 	<ul style="list-style-type: none"> - Develops bite-sized action plans focused on the highest leverage teacher actions - Provides a clear directions for how to do the most important tasks well - Frequently follows up to ensure feedback is implemented with fidelity 	<ul style="list-style-type: none"> - Develops action plans, but fails to consistently focus the plans on the highest leverage teacher actions - Leaves implementation of feedback to chance by failing to consistently follow-up 	<ul style="list-style-type: none"> - Provides limited, high-level feedback to teachers or fails to provide post-observation feedback altogether - Fails to develop action plans with teachers

1.2.3	Monitors student performance	<ul style="list-style-type: none"> - Develop teachers' collective ability to positively impact student learning - Collaborates with teachers to identify students that may benefit from the school's academic support or high ability programs 	<ul style="list-style-type: none"> - Regularly analyzes student-level results from classroom and formative assessments in post-observation or other 1:1 teacher meetings to identify instructional and achievement gaps - Collaboratively develops concrete action steps aligned with student and teacher needs - Frequently follows up to ensure action plans are implemented with fidelity 	<ul style="list-style-type: none"> - Discusses results from formative assessments in broad terms, but fails to examine student-level data with teachers - Allows teachers to establish action steps that lack clarity or alignment to performance data - Fails to frequently follow up to ensure proper implementation 	<ul style="list-style-type: none"> - Primarily analyzes data only after statewide achievement tests are complete - Fails to identify action steps that are aligned with interim or classroom assessment data
1.2.4	Demonstrates commitment to improve teacher performances	<ul style="list-style-type: none"> - Identifies and facilitates opportunities for teachers to share best practices - Demonstrates the ability to increase the teachers effectiveness as evidenced by positive gains in student achievement 	<ul style="list-style-type: none"> - Facilitates frequent differentiated opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Facilitates frequent 1:1 assistance or coaching to ensure proper implementation of new instructional strategies 	<ul style="list-style-type: none"> - Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors - Provides individual assistant/coaching that is infrequent 	<ul style="list-style-type: none"> - Disregards the need for individualized assistance/coaching - Provides limited opportunities for teachers to engage in professional learning

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

DOMAIN 2: Leadership Actions - 40%

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

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Professional Leadership					
2.1.1	Effectively Communicates	<ul style="list-style-type: none"> - Uses communication to build commitment for and establish a pressing sense of urgency to achieve organizational goals - Maintains high visibility, accessibility, and establishes strong lines of communication 	<ul style="list-style-type: none"> - Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns - Uses appropriate communication methods and media - Maintains appropriate visibility and accessibility to staff 	<ul style="list-style-type: none"> - Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness - Responds in an inconsistent manner to resolve expressed concerns 	<ul style="list-style-type: none"> - Fails to keep appropriate audiences informed - Uses methods of communication that is ineffective or inappropriate for the circumstance/audience
2.1.2	Reflects on practice and continually learns	<ul style="list-style-type: none"> - Promotes a culture of self-reflection and continuous improvement - Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement 	<ul style="list-style-type: none"> - Expresses willingness to learn and openly acknowledges areas of growth - Learns from personal experience and the actions/insights of others - Establishes priorities and achieves action plans focused on high-leverage leadership competencies 	<ul style="list-style-type: none"> - Expresses willingness to learn from others, but is reluctant to admit own short-comings - Establishes and achieves most personal and/or professional growth goals, but requires significant input from the principal in establishing priorities and action steps. 	<ul style="list-style-type: none"> - Resists changes to personal or leadership behaviors - Fails to consistently achieve professional growth goals as outlined in professional growth plan

2.1.3	Demonstrates resiliency and persistence	<ul style="list-style-type: none"> - Engages staff and self in a continuous pursuit of professional growth and school improvement - Anticipates problems and confronts and solves problems that had yet to be successfully addressed 	<ul style="list-style-type: none"> - Uses challenges and setbacks to inspire creative problem solving and renewed commitment to accomplish ambitious goals - Identifies action steps and leverages available resources to confront difficult problems 	<ul style="list-style-type: none"> - Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals 	<ul style="list-style-type: none"> - Reacts with visible frustration to challenging problems or setbacks - Easily loses focus on improving student achievement
2.1.4	Monitors time and task management	<ul style="list-style-type: none"> - Prioritizes being an instructional leader above all else - Is a model of punctuality and timeliness in discharging his/her professional responsibilities 	<ul style="list-style-type: none"> - Consistently allocates the time and resources necessary to achieve ambitious goals - Spends time on high leverage activities - Delegates applicable responsibilities to other staff and helps them achieve success in these activities 	<ul style="list-style-type: none"> - Establishes and monitors progress towards goals, but fails to shield highest leverage activities from low level distractions - Delegates applicable responsibilities to other staff, but doesn't consistently provide the support necessary for them to achieve success in these activities. 	<ul style="list-style-type: none"> - Rarely protects time for instructional leadership priorities - Is frequently distracted by activities that could be delegated to others or that are unrelated to achieving the school's goals

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.2 School Leadership					
2.2.1	Maintains a culture of excellence	<ul style="list-style-type: none"> - Instills the daily habits necessary to create a culture of excellence - Is unwavering in maintaining high expectations for everyone 	<ul style="list-style-type: none"> - Contributes to the maintenance and/or development of a student-centered culture that instills excellence and promotes learning - Provides students and staff the support, time, and structures necessary to be successful. - Celebrates the accomplishments of others and proactively resolves performance issues 	<ul style="list-style-type: none"> - Possesses positive beliefs and assumptions about the potential of students and staff to learn and grow, but fails to contribute consistently to the maintenance and/or development of a student centered culture - Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go uncorrected 	<ul style="list-style-type: none"> - Consistently ignores staff or student performance issues - Fails to take the initiative to identify and recognize the accomplishments of others
2.2.2	Supports a universal code of conduct	<ul style="list-style-type: none"> - Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors 	<ul style="list-style-type: none"> - Coaches a culture of excellence through repeated practice and modeling of desired behaviors - Consistently and fairly applies positive and negative consequences for behavior - Promotes a predictable, safe learning environment through consistency of actions 	<ul style="list-style-type: none"> - Supports the maintenance of routines, procedures, and policies; but is primarily reactive - Fails to consistently apply either positive and/or negative consequences for behavior 	<ul style="list-style-type: none"> - Sends inconsistent messages about school policy - Tolerates discipline violations and allows positive student and staff behavior to go unrecognized

2.2.3	Engage families and the community in student learning	<ul style="list-style-type: none"> - Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children’s education 	<ul style="list-style-type: none"> - Fosters partnerships with families, community agencies and/or the corporate sector - Capitalizes on the strengths of stakeholders in the community to provide interventions, supports and resources to meet student needs - Assists the principal in securing cooperation from family and community members to support school improvement initiatives 	<ul style="list-style-type: none"> - Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning - Inconsistently engages established parents 	<ul style="list-style-type: none"> - Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts
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DOMAIN 3: Optional Competencies - 30%

Competency		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1 Curriculum and Instructional Leadership					
3.1.1	Supports the development and implementation of rigorous student achievement goals.	<ul style="list-style-type: none"> - Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous student achievement goals. 	<ul style="list-style-type: none"> - Develops and monitors systems and processes to ensure the development of rigorous student achievement goals aligned to state or national standards - Leads collaborative work sessions to develop and revisit student achievement goals with teachers throughout the year as necessary 	<ul style="list-style-type: none"> - Develops and monitors systems and processes to ensure the development of student achievement goals, but fails to ensure they are implanted with fidelity. - Fails to facilitate opportunities to the rigor and/or alignment with state or national standards varies 	<ul style="list-style-type: none"> - Diminishes the value of student achievement goals by allowing for extreme variation in the rigor and/or alignment of student achievement goals with state or national standards
3.1.2	Uses data to drive instruction	<ul style="list-style-type: none"> - Develops teacher leaders' capacity to drive data-driven instruction and decision-making - Facilitates the development of a culture of data driven decision-making that has a demonstrable impact on curriculum design and student achievement 	<ul style="list-style-type: none"> - Provides teachers with the knowledge and skills necessary to use data to drive instructional improvements - Ensures the availability of clear and intuitive data reports for teacher analysis - Orchestrates frequent and timely teacher team collaboration for data analysis 	<ul style="list-style-type: none"> - Trains teachers in the use of data , but does not develop, purchase, or institute systems to make team or individual analysis of data an efficient and teacher friendly process 	<ul style="list-style-type: none"> - Limits analysis of data to year-end autopsies - Inadequately supports staff's use of data to guide instruction

3.1.3	Implements appropriate academic interventions	<ul style="list-style-type: none"> - Implements interventions that have a proven ability to increase student performance - Facilitates the development of a culture in which students take the lead role in tracking and communicating their performance 	<ul style="list-style-type: none"> - Frequently analyzes student data to inform the need for or effectiveness of academic interventions and responds in a timely manner to students that fail to make adequate progress - Ensures appropriate school-level and classroom-level programs are in place to help students meet their academic goals - Ensures parents are aware and provided the opportunity to be actively involved in monitoring progress towards academic goals 	<ul style="list-style-type: none"> - Examines student data, but fails to place students and/or respond in a timely manner to students struggling to make adequate progress - Ensures school-level and classroom-level programs are in place to help most students meet their academic goals - Makes certain parents are aware of their child's need and current academic supports, but fails to ensure parents receive regular updates on progress 	<ul style="list-style-type: none"> - Fails implement procedures for making parents aware of their child's placement and/or progress in an academic support program - Fails to properly utilize and/or develop appropriate academic interventions for students that fail to make adequate progress
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Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
3.2 Student Culture, Management, and Support Services					
3.2.1	Implements effective school policies	<ul style="list-style-type: none"> - Institutes operational procedures designed and managed to maximize opportunities for successful student learning 	<ul style="list-style-type: none"> - Collaboratively establishes, implements, and systematically reinforces school policies, processes and routines in a firm, fair, and consistent manner - Handles student discipline and attendance problems with a level of responsiveness appropriate to the severity of the problem - Develops all stakeholders' understanding of school policies and their consequences 	<ul style="list-style-type: none"> - Establishes and implements school policies, processes, and routines, but enforcement is inconsistent - Handles student discipline and attendance problems, but occasionally responds in a manner inappropriate for the circumstance - Develops student and staff understanding of school policies and their consequences 	<ul style="list-style-type: none"> - Inadequately develops stakeholders understanding of school policies and/or consequences - Consistently fails to handle student discipline and/or attendance problems in an inappropriate manner - Fails to establish and/or enforce a set of standard operating procedures and routines to ensure the safe and efficient operation of the school
3.2.2	Monitors school culture	<ul style="list-style-type: none"> - Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices 	<ul style="list-style-type: none"> - Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge - Tracks referral data to evaluate the effectiveness of interventions - Uses the data to engage stakeholders in a process of continuous improvement 	<ul style="list-style-type: none"> - Implements tracking systems to monitor trends in student behavior and effectiveness of interventions and support systems, but fails to engage teachers in a process of continuous improvement 	<ul style="list-style-type: none"> - Rarely uses data to evaluate effectiveness of interventions

3.2.3	Enhances a positive school culture	<ul style="list-style-type: none"> - Provides additional behavioral interventions and/or supports to students and teachers who demonstrate an unwillingness to comply with policy - Demonstrates the ability to positively impact student achievement and culture 	<ul style="list-style-type: none"> - Implements systems, and/or incentives to motivate students to display appropriate, ethical, and respectful behavior at all times - Challenges low expectations and holds all persons accountable for observing agreed upon procedures - Assists teachers with the implementation of effective classroom management plans 	<ul style="list-style-type: none"> - Consistently applies positive and negative consequences for behavior - Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior 	<ul style="list-style-type: none"> - Inconsistently implements the student code of conduct - Allows irresponsible student behavior
3.2.4	Provides effective supervision	<ul style="list-style-type: none"> - Volunteers to assist at school events and or functions to which he/she is not directly assigned 	<ul style="list-style-type: none"> - Maintains high visibility at all supervisory functions and is proactive in engaging in positive conversation with both students and parents - Knows the students by name, regularly greets students by name, and is proactive in talking and listening to students 	<ul style="list-style-type: none"> - Maintains visibility at most supervisory functions and will occasionally engage in positive conversation with both students and parents - Knows some students by name, regularly greets some students by name, and is occasionally talking and listening to students 	<ul style="list-style-type: none"> - Fails to maintain high visibility at supervisory functions - Rarely engages with students, parents, and or community members

3.2.5	Supports student services	<ul style="list-style-type: none"> - Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services 	<ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs - Works with all school staff to ensure the social, emotional, and behavioral needs of each student are met - Collaborates with service agencies in the community to support student needs that require interventions or additional supports 	<ul style="list-style-type: none"> - Ensures all students have access to educational opportunities/services that meet their learning needs, but fails to ensure these services are made available in a timely manner - Works with most school staff to ensure the social, emotional, and behavioral needs of most students are met - Collaborates with some service agencies in the community to support some student needs that require interventions or additional supports 	<ul style="list-style-type: none"> - Fails to ensure all students have access to educational opportunities that meet their needs (special education, 504, etc) - Fails to ensure the social, emotional, academic, and behavioral needs of each student are met - Rarely or never collaborates with service agencies in the community to support student needs that require interventions or additional supports
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S.S.T.E.P. Middle School Counselor Effectiveness Rubric

*adapted from Indiana RISE

DOMAIN 1: Purposeful Planning - 33%

School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program. All competencies will be scored and then averaged for a final rating for each Domain. Each Domain will then be averaged for a final counselor effectiveness rating.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	Counselor uses student achievement, achievement-related, survey and other student data to formulate plans.: - Annual program goals and student academic, career and personal/social goals.	Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate: - Annual program goals and student academic, career and personal/social goals.	Counselor does not use student achievement data or survey results when planning.
1.2	Set Ambitious and Measurable Program and Student Goals	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Shares plan with administrator(s) and school staff	Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor rarely sets – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor does not set – ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3	Plan, Organize, Deliver and Manage Effective Counseling Program	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Follows a state or national comprehensive school counseling model according to standards	Counselor participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program	Counselor does not complete - Planning, - Organizing, - Delivering or - Management of an effective counseling program
1.4	Coordinates all student assessment including ISTEP	Based on program and assessment goals – coordinates all aspects of SSMS assessments efficiently.	Based on program and assessment goals – coordinates all aspects of SSMS assessment programs with very few problems.	Counselor rarely – coordinates assessments without logistical problems.	Counselor is not able to plan for and facilitate SSMS assessment programs.

1.5	Plans for, organizes and builds the master schedule	Organizes all aspects of the master schedule. Student needs and the efficient use of staffing are always considered.	Counselor efficiently organizes most parts of the master schedule building process.	Counselor helps with some parts of completing the master schedule.	Counselor is unable to plan for and contribute to creating the master schedule.
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DOMAIN 2: Effective Counseling Services - 33%

Counselors use professional counseling skills in prevention, assessment, intervention, and referral to remove barriers to student success. All competencies will be scored and then averaged for a final rating for each Domain. Each Domain will then be averaged for a final counselor effectiveness.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning.	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Laws, rules, policies and ethical standards are reviewed on an annual basis.	- Professional conduct and integrity is exhibited. - Ethical and legal codes are followed. - Consultation and supervision are used when needed. - Student interventions appear appropriate to the situation.	- Professional conduct and integrity is occasionally exhibited. - Ethical and legal codes are followed. - Consultation and supervision are needed but not sought - Student interventions appear questionable.	- Professional conduct and integrity is lacking. - Ethical and legal codes are not followed. - Consultation and supervision are needed but not sought. - Student interventions appear questionable.
2.2: Provide counseling, guidance, consultation, crisis intervention or referral as needed.	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Works well with school staff and administrators to facilitate identification of students in need of services.	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral. - Counselor is proficient at delivering or referring students to receive appropriate service.	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral. - Appropriateness of service is questionable. - Counselor is somewhat proficient at delivering or referring students to receive appropriate service.	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral. - Appropriateness of service is questionable. - Counselor is not proficient at delivering or referring students to receive appropriate service.

<p>2.3</p> <p>The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.</p>	<p>The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, staff, and the community.</p>	<p>The school counselor provides management activities that support the program’s guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum.</p>	<p>The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.</p>	<p>The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved – or is minimally involved – in providing support to other programs.</p>
<p>2.4:</p> <p>Connect student learning to future plans</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Counselor utilizes resources outside of the school setting frequently. 	<ul style="list-style-type: none"> - Counselor helps students see connection between achievement and career and future success. - Counselor helps students learn about interests, abilities and aptitude. - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards. - Students practice decision-making skills to course selection and/or career planning. 	<ul style="list-style-type: none"> - Counselor infrequently helps students see connection between achievement and career and future success. - Only some students learn about interests, abilities and aptitude. - Counselor provides minimal career awareness, information, preparation or planning assistance to students. - Students do not practice decision-making skills for course selection and/or career planning. 	<ul style="list-style-type: none"> - Counselor does not help students see connections between achievement and career and future success. - Students do not learn about interests, abilities and aptitude. - Counselor does not provide career awareness, information, preparation or planning assistance to students. - Students do not practice decision-making skills for course selection and/or career planning.

<p>2.5</p> <p>Supports students in assessment interpretation and goal-setting</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Assessment interpretation and goal-setting is systematic and well-planned. 	<ul style="list-style-type: none"> - Counselor assists students in interpreting & understanding assessment results. - Counselor helps students set challenging academic goals and/or make course plans based on results. - Students apply knowledge of interests and aptitudes to goal-setting. 	<ul style="list-style-type: none"> - Counselor only occasionally assists students in interpreting & understanding assessment results. - Counselor helps students make course plans. - Students infrequently apply knowledge of interests and aptitudes to goal-setting. 	<ul style="list-style-type: none"> - Counselor does not assist students in interpreting & understanding assessment results. - Students make course plans without counselor assistance. - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting.
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DOMAIN 3: Counselor Leadership - 34%

Counselors develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students. All competencies will be scored and then averaged for a final rating for each Domain. Each Domain will then be averaged for a final counselor effectiveness rating.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to School Culture	At Level 4, a counselor fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers	Counselor will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	Counselor will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Counselor may not: - Frequently dedicates time to help students and peers efficiently outside of class	Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a counselor 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	Counselor 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	Counselor will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Counselor may not: - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.

3.3	Seek Professional Skills and Knowledge	At Level 4, a counselor 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	Counselor will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices	Counselor will: - Attend all mandatory professional development opportunities Counselor may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning
3.4	Advocate for Student Success	At Level 4, a counselor 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	Counselor will: - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	Counselor will: - Display commitment to the education of all his/her students Counselor may not: - Advocate for students' needs	Counselor rarely or never displays commitment to the education of his/her students. Counselor 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 counselor 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	Counselor 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	Counselor will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Counselor may not: - Proactively reach out to parents to engage them in student learning	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

S.S.T.E.P. High School Counselor Effectiveness Rubric

*adapted from Indiana RISE

DOMAIN 1: Purposeful Planning - 10%

School counselors use student data and survey results to plan, set annual student goals, organize, deliver and manage an effective school counseling program.

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Incorporates differentiated strategies in planning to reach every student at his/her level of understanding	Counselor uses student achievement, achievement-related, survey and other student data to formulate plans.: - Annual program goals and student academic, career and personal/social goals.	Counselor rarely uses student achievement or achievement-related data and/or survey results to formulate: - Annual program goals and student academic, career and personal/social goals.	Counselor does not use student achievement data or survey results when planning.
1.2	Set Ambitious and Measurable Program and Student Goals	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Shares plan with administrator(s) and school staff	Counselor sets - ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor rarely sets – ambitious and measurable annual program goals and student academic, career and personal/social goals.	Counselor does not set – ambitious and measurable annual program goals and student academic, career and personal/social goals.
1.3	Plan, Organize, Deliver and Manage Effective Counseling Program	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Follows a state or national comprehensive school counseling model according to standards	Counselor participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program utilizing research-based interventions	Counselor rarely participates in - Planning, - Organizing, - Delivering and - Managing of effective counseling program	Counselor does not complete - Planning, - Organizing, - Delivering or - Management of an effective counseling program
1.4	Track Student Data and Analyze Progress	At Level 4, a counselor fulfills the criteria for Level 3 and additionally: - Uses assessment/progress data in planning future lessons/units accordingly.	Counselor uses an effective data tracking system for: - Recording student assessment/progress data and analyzing student progress towards mastery	Counselor rarely uses a data tracking system for: - Recording student assessment/progress data. Counselor may not: Use data to analyze student progress towards mastery or to plan future lessons/units.	Counselor never uses a data tracking system to record student assessment/progress data and/or has no discernible grading system.

NOTE: Domain 2 is divided into two parts:

- Domain 2A – Effective Classroom Guidance
- Domain 2B – Effective Counseling Services

Schools that do not expect their School Counselors to provide classroom guidance instruction, may use only Domain 2B.

DOMAIN 2A: Effective Classroom Guidance - 37%

Counselors facilitate student academic practice so that all students have the opportunity to gain mastery of the academic, career and/or personal/social guidance lesson objectives in a classroom, small group, or individual setting.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>2A.1:</p> <p>Demonstrates and Clearly Communicate Content Knowledge to Students</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Counselor fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding. - Counselor effectively connects information 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. 	<ul style="list-style-type: none"> - Counselor demonstrates content knowledge and delivers information that is factually correct. - Information is clear, concise, and well-organized. - Counselor restates and rephrases information in multiple ways – where necessary – to increase understanding. - Counselor emphasizes key points or main ideas in content. - Counselor uses developmentally appropriate language and explanations. - Counselor imparts relevant information learned via professional development. 	<ul style="list-style-type: none"> - Counselor delivers information that is factually correct. - Information occasionally lacks clarity and is not as well organized as it could be. - Counselor may fail to restate or rephrase information in multiple ways to increase understanding. - Counselor does not adequately emphasize main ideas, and students are sometimes confused about key takeaways. Explanations sometimes lack developmentally appropriate language. - Counselor does not always impart relevant information learned via professional development. 	<ul style="list-style-type: none"> - Counselor may deliver information that is factually incorrect. - Explanations may be unclear or incoherent and fail to build student understanding of key concepts. - Counselor continues with providing information, even when it is obvious that students are not understanding content. - Counselor does not emphasize main ideas, and students are often confused about content. - Counselor fails to use developmentally appropriate language. - Counselor does not impart relevant information.

<p>2A.2:</p> <p>Create Culture of Respect and Collaboration</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students are invested in their academic success as evidenced by unprompted collaboration and assistance. - Students understand and exhibit positive character and behavior. 	<ul style="list-style-type: none"> - Students are respectful of their counselor. - Students are given opportunities to collaborate with counselor or, in classroom settings, each other in the learning process. - Counselor reinforces positive character and behavior and explains consequences appropriately to discourage negative behavior. - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions. 	<ul style="list-style-type: none"> - Students are generally respectful of their counselor, but may occasionally act out or need to be reminded of school norms. - Students are given opportunities to collaborate with counselor and peers, but may need significant assistance from the counselor to work together. - Counselor may occasionally praise positive behavior. 	<ul style="list-style-type: none"> - Students are frequently disrespectful of counselor as evidenced by discouraging remarks or disruptive behavior. - Students are not given many opportunities to collaborate with counselor OR during these times do not work well together even with counselor intervention. - Counselor rarely or never praises positive behavior. - Counselor rarely or never addresses negative behavior.
<p>2A.3:</p> <p>Set High Expectations for Academic Success</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Students participate in forming academic goals for themselves and analyzing their progress. - Students demonstrate high academic expectations for themselves. - Student comments and actions demonstrate that they are excited about their work and understand why it is important. 	<ul style="list-style-type: none"> - Counselor 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. - Classroom, small group or individual setting is a safe place to take on challenges and risk failure (students do not feel shy about asking questions or bad about answering incorrectly) - Counselor celebrates and praises academic work. 	<ul style="list-style-type: none"> - Counselor 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) - Counselor may praise the work of some, but not others. 	<ul style="list-style-type: none"> - Counselor 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 counselor or peers. - Counselor rarely or never praises academic work or good behavior.

DOMAIN 2B: Effective Counseling Services - 38%

Counselors use professional counseling skills in prevention, assessment, intervention, and referral to remove barriers to student success.

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2B.1: Follow laws, rules and policies, adhering to ethical standards, and respecting student confidentiality to help students overcome barriers to learning.	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Laws, rules, policies and ethical standards are reviewed on an annual basis.	- Professional conduct and integrity is exhibited. - Ethical and legal codes are followed. - Consultation and supervision are used when needed. - Student interventions appear appropriate to the situation.	- Professional conduct and integrity is occasionally exhibited. - Ethical and legal codes are followed. - Consultation and supervision are needed but not sought - Student interventions appear questionable.	- Professional conduct and integrity is lacking. - Ethical and legal codes are not followed. - Consultation and supervision are needed but not sought. - Student interventions appear questionable.
2B.2: Provide counseling, guidance, consultation, crisis intervention or referral as needed.	<i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i> - Works well with school staff and administrators to facilitate identification of students in need of services.	- Diverse needs of students are addressed through appropriate counseling, guidance, consultation, crisis intervention or referral. - Counselor is proficient at delivering or referring students to receive appropriate service.	- Some needs of students are addressed through counseling, guidance, consultation, crisis intervention or referral. - Appropriateness of service is questionable. - Counselor is somewhat proficient at delivering or referring students to receive appropriate service.	- Needs of students are not adequately addressed through counseling, guidance, consultation, crisis intervention or referral. - Appropriateness of service is questionable. - Counselor is not proficient at delivering or referring students to receive appropriate service.

<p>2B.3:</p> <p>Connect student learning to future plans</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Counselor utilizes resources outside of the school setting frequently. 	<ul style="list-style-type: none"> - Counselor helps students see the connection between achievement and career and future success. - Counselor helps students learn about interests, abilities and aptitude. - Counselor provides age-appropriate career awareness, information, preparation or planning assistance to students aligned with local, state and national standards. - Students practice decision-making skills to course selection and/or career planning. 	<ul style="list-style-type: none"> - Counselor infrequently helps students see the connection between achievement and career and future success. - Only some students learn about interests, abilities and aptitude. - Counselor provides minimal career awareness, information, preparation or planning assistance to students. - Students do not practice decision-making skills for course selection and/or career planning. 	<ul style="list-style-type: none"> - Counselor does not help students see the connection between achievement and career and future success. - Students do not learn about interests, abilities and aptitude. - Counselor does not provide career awareness, information, preparation or planning assistance to students. - Students do not practice decision-making skills for course selection and/or career planning.
<p>2B.4</p> <p>Supports students in assessment interpretation and goal-setting</p>	<p><i>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</i></p> <ul style="list-style-type: none"> - Assessment interpretation and goal-setting is systematic and well-planned. 	<ul style="list-style-type: none"> - Counselor assists students in interpreting & understanding assessment results. - Counselor helps students set challenging academic goals and/or make course plans based on results. - Students apply knowledge of interests and aptitudes to goal-setting. 	<ul style="list-style-type: none"> - Counselor only occasionally assists students in interpreting & understanding assessment results. - Counselor helps students make course plans. - Students infrequently apply knowledge of interests and aptitudes to goal-setting. 	<ul style="list-style-type: none"> - Counselor does not assist students in interpreting & understanding assessment results. - Students make course plans without counselor assistance. - Students are not encouraged to apply knowledge of interests and aptitudes to goal-setting.

DOMAIN 3: Counselor Leadership - 15%

Counselors 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 counselor fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers	Counselor will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers	Counselor will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Counselor may not: - Frequently dedicates time to help students and peers efficiently outside of class	Counselor rarely or never contributes ideas aimed at improving school efforts. Counselor dedicates little or no time outside of class towards helping students and peers.
3.2	Collaborate with Peers	At Level 4, a counselor 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	Counselor 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	Counselor will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Counselor may not: - Seek to provide other counselors with assistance when needed OR - Regularly seek out opportunities to work with others	Counselor rarely or never participates in opportunities to work with others. Counselor works in isolation and is not a team player.
3.3	Seek Professional Skills and Knowledge	At Level 4, a counselor 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	Counselor will: - Actively pursue opportunities to improve knowledge and practice - Seek out ways to implement new practices, where applicable - Welcome constructive feedback to improve practices	Counselor will: - Attend all mandatory professional development opportunities Counselor may not: - Actively pursue optional professional development opportunities - Seek out ways to implement new practices - Accept constructive feedback well	Counselor rarely or never attends professional development opportunities. Counselor shows little or no interest in new ideas, programs, or classes to improve counseling and learning

3.4	Advocate for Student Success	At Level 4, a counselor 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	Counselor will: - Display commitment to the education of all his/her students - Attempt to remove or remedy obstacles around student achievement - Advocate for students' individualized needs	Counselor will: - Display commitment to the education of all his/her students Counselor may not: - Advocate for students' needs	Counselor rarely or never displays commitment to the education of his/her students. Counselor 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 counselor 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	Counselor 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	Counselor will: - Respond to contact from parents - Engage in all forms of parent outreach required by the school Counselor may not: - Proactively reach out to parents to engage them in student learning	Counselor rarely or never reaches out to parents and/or frequently does not respond to contacts from parents.

S.S.T.E.P. Core Professionalism Rubric

*adapted from Indiana RISE

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 and counselors 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. (Absences 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 absences (Absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
2	On-Time Arrival/Early Departure	Individual demonstrates a pattern of unexcused late arrivals or unexcused early departures (late arrivals/early departures 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 or early departures (late arrivals/early departures 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