South Spencer County School Corporation
Evaluation Policy and Procedures
South Spencer Teacher Evaluation Plan (S.S.T.E.P. v2022)

Updated for 2023-2024

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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. was 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 an updated evaluation rubric system during the 2020-2021. Continued revision and updates were made throughout the the 2021-2022 school year on the pilot rubric, and the new S.S.T.E.P. v.2022 (which will be referred to as S.S.T.E.P. in the remainder of this document) was implemented in the 2022-2023 school year. For the school year 2023-2024, adjustments were made in the required frequency of observations, and other adjustments were made as required by new legislation (SEA 486).

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 as follows:

- New employees to South Spencer (regardless of experience outside of South Spencer) will be observed for at least two short observations (minimum of 10 minutes) and one extended observation (minimum of 40 minutes). The extended observation will be planned. The first observation will be conducted within the first 30 days of school.

- Employees with more than two years experience will be observed for at least one short observation (minimum of 10 minutes) and one extended observation (minimum of 40 minutes). The extended observation will be planned.

- If any employee finishes a school year with one or more areas of needed improvement as defined in their final evaluation summary they will receive additional observations in the next school year. That employee will be observed 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.

Employees are encouraged to ask for additional observations when they have an area or areas they would like to have observed. This could be for the purpose of increasing data points and/or ensuring the evaluator is able to note specific areas that may improve their understanding of an employee's performance.

Any employee who is struggling in any area may request from the CTA representative in their building to be connected with a peer mentor.

As a reminder, and as outlined in more detail under Rigorous Measures of Effectiveness, employees are encouraged to upload artifacts to SFS, or to bring artifacts to the attention of the evaluator in support of their performance in any specific area.

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 v. 2022. All teachers will be evaluated in the domains of Purposeful Planning and Data, Culture and Environment, Effective Instruction, Teacher 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 Effective Instruction Domain is

weighted significantly more than the others because good instruction matters more than anything else a teacher can do to improve student outcomes.

Percentage of Weight for Each Rubric Domain
Domain 1: 15%
Domain 2: 15%
Domain 3: 60%
Domain 4: 10%
Domain 5: NA (Scores here are either a 0 or deduct points if improvement is necessary)

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	1.75-0

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: Purposeful Planning and Data and Domain 4: Teacher 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 possible evidence for each domain are provided here:
https://sites.google.com/sspencer.k12.in.us/sstep-rubric-help-center/home

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. Some rubric indicators may not be observed during a single long or short formal observation. This will require the evaluator and teacher to work together to identify documentation to support a rating for the indicator or to schedule an additional time for the indicator to be observed. Indicators can be cumulative in nature, meaning some evidence may carry from observation to observation and be seen in other informal observations and documentation.

   Teachers are able to document student progress in their classrooms to inform conversations and the summative evaluation scores in several ways. First, teachers can reflect and upload documents into SFS. This might include student work, videos, pictures, etc. Second, teachers may request additional observations that would support any area they would like to see as a focus. Finally, teachers can and should document student growth using multiple measures. Depending on the grade/subject area, these may include curricular assessments (formal and informal), NWEA progress, ILearn or other state assessments, and other assessment data that indicates progress towards mastery of grade level/subject material.

2. Use professional judgment to establish four final ratings in Purposeful Planning and Data, Culture and Environment, Effective Instruction, and Teacher 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, four 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: Purposeful Planning and Data	D2: Culture and Environment	D2: Effective Instruction	D3: Teacher Leadership
Final Ratings	3 (Effective)	3 (Effective)	2 (Improvement Necessary)	3 (Effective)

Scoring Requirement: Purposeful planning and the establishment of a productive learning environment and culture go hand-in-hand with effective instruction. Therefore, if a teacher scores a 1(Ineffective) or 2 (Improvement Necessary) in Effective Instruction, he or she cannot receive a rating of 4 (Highly Effective) in Purposeful Planning and Data or Culture and Environment.

3. Use established weights to roll-up four domain ratings into one rating for Domains 1-4: At this point, each of the three final domain ratings is weighted according to importance and summed to form one rating for domains 1-4. Example below:

	Rating (1-4)	Weight	Weighted Rating
Domain 1: Purposeful Planning and Data	3	15%	0.45
Domain 2: Culture and Environment	2	15%	0.30
Domain 3: Effective Instruction	3	60%	1.80
Domain: 4 Teacher Leadership	3	10%	0.30
		Final Score	**2.85**

The calculation here is as follows:
1. Rating x Weight = Weighted Rating
2. Sum of Weighted Ratings = Final Score
3. 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
Percentage of Weight for Each Rubric Domain
Domain 1: 15%
Domain 2: 15%
Domain 3: 60%
Domain 4: 10%
Domain 5: NA (Scores here are either a 0 or deduct points if improvement is necessary)

Domain 1: Purposeful Planning and Data
　　　1.1 Sets Measurable Achievement Targets
　　　1.2 Track Student Data And Analyze Progress
　　　1.3 Create Data and Objective Driven Lesson Plans And Assessments
　　　1.4 Planning for Student Achievement

Domain 2: Culture and Environment
　　　2.1 Develop Norms and Procedures
　　　2.2 Develop a Culture of Respect
　　　2.3 Develop a Culture of Collaboration
　　　2.4 Develop a Culture of Self-Efficacy
　　　2.5 Develop a Culture of Advocacy and Responsiveness

Domain 3: Effective Instruction
　　　3.1 Lesson Pacing and Structure
　　　3.2 Develop Student Understanding And Mastery Of Lesson Objectives
　　　3.3 Engaging Prior Knowledge
　　　3.4 Activities and Materials
　　　3.5 Engage Students In Academic Content
　　　3.6 Develop Higher Level Of Understanding
　　　3.7 Check for Understanding
　　　3.8 Assessment of Learning
　　　3.9 Provides Quality Feedback
　　　3.10 Modifies work appropriately to meet the needs of all learners

Domain 4: Teacher Leadership
　　　4.1 Leadership
　　　4.2 Contribute to School Culture
　　　4.3 Collaborate with Peers
　　　4.4 Seek Professional Skills and Knowledge
　　　4.5 Advocate for Student Success
　　　4.6 Responding to Families
　　　4.7 Communication with Families

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
3. 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 v. 2022

*adapted from Indiana RISE

Domain 1: Purposeful Planning and Data

Highly Effective (4)	Effective (3)	In Need of Improvement (2)	Ineffective (1)
1.1 Sets Measurable Achievement Targets			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: The teacher effectively communicates growth targets to students. As a result, students have high expectations for their own learning driven by teacher expectations for their success.	Teacher uses multiple data sources to develop growth targets for all student's achievement that are: - Measurable; - Aligned to content standards; - Include benchmarks to help monitor learning and inform interventions throughout the year; AND -Reflect high expectations for students of all levels.	Teacher develops growth targets for student achievement that are: - Measurable The targets may not: -Include multiple data sources - Be aligned to content standards; - Include benchmarks to help monitor learning and inform interventions throughout the year. -Establish high expectations for all students.	Teacher rarely or never develops achievement targets for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.2 Track Student Data And Analyze Progress			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - The teacher engages students in tracking their own data.	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Analyzing student progress towards mastery and planning future lessons/units accordingly - Maintaining a grading system aligned to student learning goals - Uses frequent checks for understanding for additional data points.	Teacher uses an effective data tracking system for: - Recording student assessment/ progress data - Maintaining a grading system Teacher may not: - Use data to analyze student progress towards mastery or to plan future lessons/units - Have grading system that appropriately aligns with student learning goals	Teacher rarely or never uses a data tracking system to record student assessment/progress data and/or has no discernable grading system

1.3 Create Data and Objective Driven Lesson Plans And Assessments

| At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction
- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction | Based on curricular objectives or unit plan, teacher plans daily lessons by:
-Utilizing prior assessment data
- Identifying lesson objectives that are aligned to state content standards.
- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives
- Designing formative assessments that measure progress towards mastery and inform instruction | Based on curricular objectives or unit plan, teacher plans daily lessons by:
- Identifying lesson objectives that are aligned to state content standards
- Matching instructional strategies and activities/assignments to the lesson objectives.

Teacher may not:
- Design assignments that are meaningful or relevant
- Plan formative assessments to measure progress towards mastery or inform instruction. | Teacher rarely or never plans daily lessons OR daily lessons are planned, but are ineffective, lacking meaningful objectives, instructional strategies, or assignments. |

1.4 Planning for Student Achievement

Using multiple measures to track student progress, which may include, depending on grade level or subject area: curricular assessments (formal and informal), NWEA progress, ILearn or other state assessments, and other assessment data that indicates progress towards mastery of grade level/subject material.

| At least 90% of students in the teacher's class or classes show adequate growth or meet or exceed grade level/subject standards or growth targets. | 80% of students in the teacher's class or classes show adequate growth or meet or exceed grade level/subject standards or growth targets. | 70% of students in the teacher's class or classes show adequate growth or meet or exceed grade level/subject standards or growth targets. | 60% or less of students in the teacher's class or classes show adequate growth or meet or exceed grade level/subject standards or growth targets. |

Domain 2: Culture and Environment

Highly Effective (4)	Effective (3)	In Need of Improvement (2)	Ineffective (1)
2.1 Develop Norms and Procedures			
The teacher and the students regularly and appropriately set and reinforce norms and procedures. As a result, most students maintain structure, reinforce the norms and procedures, own the physical space and independently access materials for learning as appropriate, and maximize instructional time.	The teacher regularly and appropriately reinforce norms and procedures for the school and classroom. As a result, most students have structure, follow the norms and procedures with some minor reminders, utilize the classroom space and materials for learning, and use instructional time well.	The teacher shows minor inconsistencies with establishing and/or reinforcing school or classroom norms and procedures.. As a result, most students lack a generally consistent structure, inconsistently follow norms or procedures, are generally able to access classroom spaces and materials, and/or lose some instructional time.	The teacher struggles to develop or enforce key school or classroom norms or procedures. As a result, most students lack structure and struggle to follow norms and/or procedures, access classroom space or materials, and/or lose significant instructional time.
2.2 Develop a Culture of Respect			
Students help drive the culture of acceptance and respect through their words and actions, with the teacher acting as support. As a result, all students feel valued, safe, supported and respected by me and each other, and extend their respect to the larger community	The teacher consistently fosters a culture of acceptance and respect through their words and actions. As a result, all students feel welcomed, safe, supported and respected by the teacher and their peers, and demonstrate respect for the larger community.	The teacher has some minor inconsistencies or favoritism in enforcement or modeling of acceptance and respect through words, actions. As a result, students overall feel safe, supported, and/or respected by the teacher and their peers.	The teacher has noted trouble in enforcement or modeling of acceptance and respect through words, and/or actions. As a result, some students show signs of not feeling safe, supported, and/or respected by the teacher or their peers.
2.3 Develop a Culture of Collaboration			
Students are invested in the academic success of their peers as evidenced, when appropriate, by unprompted (or with little teacher direction) collaboration and assistance .	Students are given opportunities to collaborate and support each other in the learning process	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	Students are not given many opportunities to collaborate, OR during these times do not work well together, even with teacher intervention
2.4 Develop a Culture of Self-Efficacy			

Students, with teacher support, take the initiative to regularly foster a culture of self-efficacy based on their strengths, revision, growth, risk-taking, grit, and accountability through metacognition and reflection, with reinforcement from the teacher. As a result, most students have high levels of self-efficacy; monitor their own effort, and learning habits; demonstrate grit in almost all situations, take academic risks, incorporate self-reflection and growth-focused language; and own their decisions and the consequences.	The teacher fosters a culture of self-efficacy based on students' strengths, revision, growth, risk-taking, grit, and accountability. As a result, most students give a concerted effort toward the learning process, they demonstrate grit, are focused on developing strong habits for learning, use growth-focused language, and take some academic risks and responsibility for their decisions.	The teacher implements some strategies to develop a culture of self-efficacy based on student strengths, revision, growth, risk-taking, grit, and accountability. As a result, most students put forth some effort in the process of learning, they demonstrate grit mostly in areas of interest or ease, fluctuate between fixed and growth-focused language and/or try to shift responsibilities to others for their decisions.	The teacher implements few strategies to develop a culture of self-efficacy based on student strengths, revision, growth, risk-taking, grit, and accountability. As a result, most students expend little effort in the process of learning, focus on their deficits, they give up easily, frequently use fixed-focused language, and/or shift responsibilities to others for their decisions.
2.5 Develop a Culture of Advocacy and Responsiveness			
Students are aware of and advocate for their needs, ask for additional help from their peers or teachers, and utilize additional resources in the classroom or through technology.	The teacher is responsive to students' ability and social/emotional needs and adjusts instruction and routines to support all students' success, providing opportunities for students to advocate for needs they may have to be successful.	The teacher is only somewhat responsive to students' needs, only occasionally adjusting instruction and routines in support of students' differing abilities or social/emotional needs.	The teacher pays little attention to student needs and fails to adjust instruction or routines. As a result, students frequently struggle academically and behaviorally.

Domain 3: Effective Instruction

Highly Effective (4)	Effective (3)	In Need of Improvement (2)	Ineffective (1)
3.1 Lesson Pacing and Structure			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: lesson structure follows a sequence of best practices supporting the critical mass of students showing proficiency on the intended outcomes for this lesson.	Class starts on-time and routines, transitions, and procedures support students knowing what they are supposed to be doing and with minimal prompting from the teacher. Lesson is well paced and structured allowing for effective delivery of the intended material.	Class may consistently start a few minutes late. Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed. Lesson pace may hinder the delivery of the intended material.	Teacher may frequently start class late. There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times. Lesson pace is disruptive to the learning process.
3.2 Develop Student Understanding And Mastery Of Lesson Objectives			
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Students frequently reference the learning objectives throughout the lesson or unit and can explain what they are learning and why it is important.	Lesson objective is specific, measurable, student friendly, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson	Lesson objects are unclear (may not be student friendly) or may not be aligned to standards. They may not lead to measurable outcomes or it is difficult to make the connection to what students will be able to do by the end of the lesson.	Lesson objective is missing or not defined. It is unclear what students are learning or will be able to do by the end of the lesson.
3.3 Engaging Prior Knowledge			
The teacher effectively engages prior knowledge of students in connecting to the lesson. Students demonstrate through work or comments that they understand this connection.	The lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students.	Teacher attempts to explain a connection to prior knowledge but the lesson may not connect to prior knowledge in a meaningful way.	The teacher fails to discuss the lesson's connection to prior knowledge and/or the lesson does not build on prior knowledge providing gaps in understanding.
3.4 Activities and Materials			
Activities and materials support the lesson objectives, are challenging, and ensure student progress towards mastery of the objective. They are also observed to:	Activities and materials support the lesson objectives, are challenging, sustain student engagement, and ensure student progress towards mastery of the objective.	Activities and materials may be aligned with or attempt to support the lesson objective, but may be presented or used in a manner that does not support student progress	Activities and materials are not aligned with nor do they support the lesson objectives in a meaningful way.

• elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology; and • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). In addition, sometimes activities are gamelike, involve simulations, require creating products, and/or demand self-direction and self-monitoring.		towards the lesson objective.	

3.5 Engage Students In Academic Content

The teacher uses effective engagement strategies. As a result the critical mass of students are consistently engaged in lesson content and meaningful work and support the pace of the lesson through their engagement in the learning process.	The teacher uses effective engagement strategies. As a result 3/4 or more of students are actively engaged in content at all times and not off-task. There are few periods of time when students are left without meaningful work to keep them engaged	The teacher uses few effective engagement strategies. As a result, fewer than 3/4 of students are engaged in content and many are off-task. There is more than a brief period of time when students are left without meaningful work to keep them engaged	Fewer than 1/2 of students are engaged in content and many are off-task. There are significant periods of time in which students are not engaged in meaningful work.

3.6 Develop Higher Level Of Understanding

Students actively facilitate parts of their own learning, ask higher-order questions about and reflect on rich, authentic, and rigorous academic content, learning processes, and	Students do the majority of the "work" and have opportunities to meaningfully practice, apply, and demonstrate that they are learning. Teacher frequently poses higher-level	While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher directed than appropriate. Some questions used	Lessons are almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts. Teacher may not use questioning as an effective tool to

lesson activities, at times reaching outside of the class for additional knowledge with support from the teacher. As a result, students: - routinely think, interact with, problem-solve, apply, and evaluate rich, authentic, and rigorous academic content at a high level of quality; - go deep into topics; - ask thoughtful, high level questions - are highly creative in their thought processes and solutions - apply rich academic language.	questions. As a result students: - regularly interact with, problem-solve, apply, and evaluate academic content with quality; - study topics with depth; - have adequate knowledge, time, and pedagogical supports to process, reflect, practice, and apply content in various contexts; - ask higher level questions - are creative in their thought processes and solutions - apply academic language.	may not be effective in developing higher-level understanding (too complex or confusing). As a result students only occasionally: - interact with, problem-solve, apply, and evaluate academic content with quality; - study topics with depth; - have adequate knowledge, time, and pedagogical supports to process, reflect, practice, and apply content in various contexts; - ask higher level questions - are creative in their thought processes and solutions - apply academic language.	increase understanding. As a result, students: - simply remember, regurgitate, and/or complete simple activities about academic content; - usually study a broad range of disconnected topics with little depth; - have limited time to process and practice content; - ask few or mostly task focused questions - struggle with thought processes and/or generating solutions - rarely use academic language

3.7 Check for Understanding

Teacher checks for understanding at higher levels by asking pertinent, scaffolding questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)	Teacher checks for understanding throughout the lesson using a variety of methods that are successful in capturing an accurate "pulse" of the class's understanding at key moments to inform and keep instruction going forward.	Teacher sometimes checks for understanding within the lesson and may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate "pulse" of the class's understanding and misses opportunities to adjust instruction.	Teacher rarely or never checks for understanding of content, uses only one ineffective method repetitively to do so, thus rarely capturing an accurate "pulse" of learning

3.8 Assessment of Learning

Students understand how each assessment is designed to demonstrate their learning and its connection to the learning objectives. Students can discuss assessment criteria and/or self-assess their own progress.	The teacher utilizes appropriate assessment strategies to monitor student learning against the lesson/unit objective(s). These regularly include a variety of formative, summative, performance/authentic assessments, and student self-assessments.	The teacher uses formative and summative assessments to monitor student learning. Assessments are not always well aligned to the lesson objective. Assessments may lack variety.	The teacher uses assessments primarily as a means to collect and give grades.

3.9 Provides Quality Feedback

Students are able to use assessment data and teacher feedback to identify gaps in their learning or work, monitor their own progress, set goals, take action to move towards or beyond mastery of the learning objectives, and frequently give quality feedback to one another with support from the teacher. As a result, students have a high level of self-awareness and efficacy about their learning, take action to improve their learning, and are able to support the learning of others.	The teacher frequently gives quality feedback to students on their learning and progress towards mastering the learning objectives, often including students in the self-assessment and/or feedback process. As a result, students have a self-awareness about their learning and development towards mastery of the learning objectives, and are able to apply feedback from me to improve.	The teacher infrequently gives feedback to students on their mastery of the learning objectives. As a result, students may be unable to consistently identify the connection between their learning and their level of mastery of the learning objectives.	The teacher's feedback to students is focused on the task and not on progress towards mastery of the learning objective.. As a result, students struggle to see the connection between their learning and their mastery of the objectives, and/or aren't clear on how to use feedback.

3.10 Modifies work appropriately to meet the needs of all learners

IEP, ILP, 504, or students who have other needed accommodations have the appropriate accommodations and support to be engaged and to move towards mastery of learning objectives within the classroom.	Effective: IEP, ILP, 504, or students who have other needed accommodations have the appropriate accommodations and support to be engaged in content.	IEP, ILP, 504, or students who have other needed accommodations are sometimes given appropriate accommodations to be engaged in content	IEP, ILP, 504, or students who have other needed accommodations are not provided with the necessary accommodations to engage in content

Domain 4: Teacher Leadership

Highly Effective (4)	Effective (3)	In Need of Improvement (2)	Ineffective (1)
4.1 Leadership			
Teacher will seek out leadership roles.	Teacher will contribute ideas and expertise to improving the school's efforts when appropriate.	Teacher will seldom contribute ideas and expertise to improving school efforts.	Teacher never contributes ideas aimed at improving school efforts.
4.2 Contribute to School Culture			
Teacher will go above and beyond in dedicating time for students and peers outside of class.	Teacher dedicates time efficiently, when needed, to helping students and peers.	Teacher may not dedicate time to help students and peers efficiently outside of class.	Teacher dedicates no time outside of class towards helping students and peers.
4.3 Collaborate with Peers			
Teacher goes above and beyond in seeking out opportunities to collaborate, takes on leadership roles within collaborative groups, and coach peers through difficult situations.	Teacher seeks out and participates in regular opportunities to work with and learn from others, asks for assistance when needed, and provides assistance to others in need.	Teacher will seldom participate in opportunities to work with and learn from others. Teacher seldom asks for assistance when needed.	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.
4.4 Seek Professional Skills and Knowledge			
Teacher regularly shares newly learned knowledge and practices with others, and/or teacher seeks out opportunities to lead professional development sessions.	Teacher will actively pursue opportunities to improve knowledge and practice and seek out ways to implement new practices into instruction, where applicable.	Teacher will attend all mandatory professional development opportunities. However, teacher may not actively pursue optional professional development opportunities or seek out ways to implement new practices into instruction.	Teacher never attends professional development opportunities when available Teacher shows no interest in new ideas, programs, or classes to improve teaching and learning

4.5 Advocate for Student Success			
Teacher displays commitment to the education of students in the entire school community.	Teacher displays commitment to the education of students in their class(es).	Teacher is inconsistent how they display their commitment to the education of students.	Teacher never displays commitment to the education of his/her students.
4.6 Responding to Families			
Teacher makes a concerted effort to be open and available to address concerns posed by parents and students. These are addressed in a timely and positive manner, and, when necessary, outside of required outreach events.	Teacher responds promptly to contact from parents and addresses concerns of parents and students in a timely manner.	The teacher will infrequently respond to contact from parents or delays responses for longer than appropriate.	Teacher does not respond to contact from parents.
4.7 Communication with Families			
The teacher strives to make consistent contact with parents and forms relationships in which parents are given ample opportunity to participate in student learning.	Teacher proactively reaches out to parents in a variety of ways to engage them in student learning. Teacher engages in all forms of parent outreach required by the school.	Teacher only infrequently reaches out to parents to engage them in student learning. Teacher does not always engage in all forms of parent outreach required by the school.	Teacher never proactively reaches out to parents.

Domain 5: Core Professionalism

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

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.

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

1.1.2	**Evaluation of Teachers**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.	**Principal prioritizes and applies teacher evaluations by:** - Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance; - Following processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal prioritizes and applies teacher evaluations by:** - Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Using teacher evaluations to partially differentiate the performance of teacher; - Following most processes and procedures outlined in the corporation evaluation plan for all staff members.	**Principal <u>does not</u> prioritize and apply teacher evaluations by:** - Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building; - Rarely or never using teacher evaluation to differentiate the performance of teachers; - Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.
1.1.3	**Professional Development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Frequently creating learning opportunities in which highly effective teachers support their peers; - Monitoring the impact of implemented learning opportunities on student achievement; - Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.	**Principal orchestrates professional learning opportunities by:** - Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results; - Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc. - Providing differentiated learning opportunities to teachers based on evaluation results.	**Principal orchestrates aligned professional learning opportunities tuned to staff needs by:** - Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data; - Providing learning opportunities with little variety of format; - Providing differentiated learning opportunities to teachers in some measure based on evaluation results.	**Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:** - Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data; - Providing no variety in format of learning opportunities; - Failing to provide professional learning opportunities based on evaluation results.
1.1.4	**Leadership and Talent Development**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Encouraging and supporting teacher leadership and progression on career ladders;	**Principal develops leadership and talent by:** - Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;	**Principal develops leadership and talent by:** - Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;	**Principal <u>does not</u> develop leadership and talent by:** - Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school;

		- Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task; - Recognizing and celebrating emerging leaders.	- 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.	- 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.	- Rarely or never provides mentorship to emerging leaders; - Providing no support and encouragement of leadership and growth; - Frequently assigns responsibilities without allocating necessary authority
1.1.5	**Delegation**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Encouraging and supporting staff members to seek out responsibilities; - Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.	**Principal delegates tasks and responsibilities appropriately by:** - Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Monitoring the progress towards success of those to whom delegations have been made; - Providing support to staff members as needed.	**Principal delegates tasks and responsibilities appropriately by:** - Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness; - Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion; - Providing support, but not always as needed.	**Principal <u>does not</u> delegate tasks and responsibilities appropriately by:** - Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness; - Rarely or never monitoring completion of or progress toward delegated task and/or responsibility; - Rarely or never providing support.
1.1.6	**Strategic Assignment**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - 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.	**Principal uses staff placement to support instruction by:** - 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	**Principal uses staff placement to support instruction by:** - 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.	**Principal <u>does not</u> use staff placement to support instruction by:** - 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.

			achievement.		
1.1.7	Addressing teachers who are in need of improvement or ineffective	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Staying in frequent communication with teachers on remediation plans to ensure necessary support; - Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.	Principal addresses teachers in need of improvement or ineffective by: - Developing remediation plans with teachers rated as ineffective or in need of improvement; - Monitoring the success of remediation plans; - Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal addresses teachers in need of improvement or ineffective by: - Occasionally monitoring the success of remediation plans; - Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.	Principal does not address teachers in need of improvement or ineffective by: - Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement; - Rarely or never monitoring the success of remediation plans; - Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.

1.2 Instructional Leadership - 17%

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

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

1.3 Leading Indicators of Student Learning - 16%					
1.3.1	**Planning and Developing Student Achievement Goals**	At Level 4, a principal fulfills the criteria for Level 3 and additionally: - Utilizing student achievement goals as the basis of school-wide goals, and/or the vision and mission;	**Principal supports the planning and development of student achievement goals by:** - Organizing and leading opportunities for collaboration within departments and across	**Principal supports the creation of student achievement goals by:** - Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and	**Principal <u>does not</u> support the creation of student achievement goals by:** - Failing to organize/provide opportunities for teacher collaboration;

		- 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.	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; - Ensuring teachers utilize a tracking tool to show student progress towards student achievement goals.	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.	- 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.
1.3.2	**Rigorous Student Achievement Goals**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - 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	**Principal creates rigor in student achievement goals by:** - 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;	**Principal creates rigor in student achievement goals by:** - 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	**Principal creates rigor in student achievement goals by:** - Allowing for outcomes to be benchmarked to less than typical growth; - Failing to assess baseline knowledge of students; - Failing to select assessments that are appropriately aligned to content standards.

		to talk about data and instructional practice.	- 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.	content standards.	

1.3.3	**Instructional Time**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.	**Principal supports instructional time by:** - Removing all sources of distractions of instructional time; - Promoting the sanctity of instructional time; - Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.	**Principal supports instructional time by:** - Removing major sources of distractions of instructional time; - Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc; - Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.	**Principal <u>does not</u> support instructional time by:** - Failing to establish a culture in which instructional time is the priority, as evidence by discipline issues, attendance, interruptions to the school day, etc; - Rarely or never promoting the sanctity of instructional time; - Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time

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**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - Articulates and communicates appropriate	**Principal displays professionalism by:** - Modeling professional, ethical, and respectful behavior at all times;	**Principal supports professionalism by:** - Failing to model professionalism at all times but understanding of professional expectations as evidenced by not	**Principal <u>does not</u> support professionalism by:** - Failing to model professionalism at all times,

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

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

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

2.3 Culture of Achievement - 17%

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

		wins are celebrated when goals are met and new goals reflect achievements.			academic goals.
2.3.3	**Data usage in teams**	**At Level 4, a principal fulfills the criteria for Level 3 and additionally:** - 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.	**Principal utilizes data by:** - 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.	**Principal utilizes data by:** - 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.	**Principal <u>does not</u> utilize data by:** - 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**	- Catalyzes commitment to and vigorous pursuit of the school's vision & mission	- 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	- 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	- 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
1.2 Human Capital Management					
1.2.1	**Observes professional practice**	- 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	- 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	- 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	- 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** | - 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. | - 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 | - 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 | - 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** | - 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 | - 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 | - 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 | - 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** | - 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 | - 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 | - Facilitates general opportunities for teachers to engage in professional learning to increase their effectiveness as instructors
- Provides individual assistant/coaching that is infrequent | - Disregards the need for individualized assistance/coaching
- Provides limited opportunities for teachers to engage in professional learning |

1.3 Talent Review					
1.3.1	**Assists the principal with the evaluation of teachers**	- Uses knowledge of teacher strengths and weaknesses to assist the principal with strategic planning	- Demonstrates the ability to identify individual teacher strengths and weaknesses - Ensures all evaluation processes and expectations are transparent and clear	- Follows corporation policies and procedures, but fails to make these explicit to staff members evaluated - Allocates necessary time and resources to complete thorough	- 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

| | | | | evaluation, but summative ratings fail to differentiate teacher effectiveness | |
| | | - 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 | | | |

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**	- 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	- 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	- 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	- 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**	- 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	- 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	- 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.	- 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**	- 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	- 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	- Demonstrates the desire to produce great results, but fails to properly prioritize action steps or leverage available resources to achieve ambitious goals	- Reacts with visible frustration to challenging problems or setbacks - Easily loses focus on improving student achievement
2.1.4	**Monitors time and task management**	- Prioritizes being an instructional leader above all else - Is a model of punctuality and timeliness in discharging his/her professional responsibilities	- 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	- 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.	- 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
2.2 School Leadership					
2.2.1	**Maintains a culture of excellence**	- Instills the daily habits necessary to create a culture of excellence - Is unwavering in maintaining high expectations for everyone	- 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	- 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	- Consistently ignores staff or student performance issues - Fails to take the initiative to identify and recognize the accomplishments of others

| 2.2.3 | **Engage families and the community in student learning** | - Demonstrates steadfast commitment to engaging parents who are traditionally uninvolved in their children's education | - 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 | - Establishes relationships with key stakeholders, but does not capitalize upon their strengths to enhance student learning
- Inconsistently engages established parents | - Rarely connects with stakeholders about student learning or to build commitment to key school improvement efforts |

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.**	- Builds the capacity of the leadership team to provide teachers with effective feedback on establishing and monitoring rigorous student achievement goals.	- 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	- 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	- 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**	- 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	- 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	- 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	- 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**	- 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	- 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	- 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	- 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

3.2 Student Culture, Management, and Support Services					
3.2.1	**Implements effective school policies**	- Institutes operational procedures designed and managed to maximize opportunities for successful student learning	- 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	- 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	- 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**	- Builds capacity of the staff to engage in a process of continuous improvement, ensuring classroom policies and procedures reflect best practices	- 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	- 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	- Rarely uses data to evaluate effectiveness of interventions

3.2.3	**Enhances a positive school culture**	- 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	- 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	- Consistently applies positive and negative consequences for behavior - Occasionally engages with teachers in discussions that reflect low expectations for student achievement and/or behavior	- Inconsistently implements the student code of conduct - Allows irresponsible student behavior
3.2.4	**Provides effective supervision**	- Volunteers to assist at school events and or functions to which he/she is not directly assigned	- 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	- 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	- Fails to maintain high visibility at supervisory functions - Rarely engages with students, parents, and or community members

3.2.5	**Supports student services**	- Proactively works with teams of teachers to identify students that may benefit from additional academic, behavioral, social, or emotional support services	- 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	- 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	- 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

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. |

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.**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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.**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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.

2.3 **The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services.**	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.	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.	The school counselor provides some, but not adequate, program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.	The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved – or is minimally involved – in providing support to other programs.
2.4: **Connect student learning to future plans**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Counselor utilizes resources outside of the school setting frequently.	- 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.	- 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.	- 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.
2.5 **Supports students in assessment interpretation and goal-setting**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Assessment interpretation and goal-setting is systematic and well-planned.	- 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.	- 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.	- 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 - 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)
2A.1: **Demonstrates and Clearly Communicate Content Knowledge to Students**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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.	- 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.	- 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.	- 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.
2A.2: **Create Culture of Respect and Collaboration**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students are invested in their academic success as evidenced by unprompted collaboration and assistance.	- 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	- 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	- 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

Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	- Students understand and exhibit positive character and behavior.	consequences appropriately to discourage negative behavior. - Counselor has a good rapport with students, and shows genuine interest in their thoughts and opinions.	assistance from the counselor to work together. - Counselor may occasionally praise positive behavior.	not work well together even with counselor intervention. - Counselor rarely or never praises positive behavior. - Counselor rarely or never addresses negative behavior.
2A.3: **Set High Expectations for Academic Success**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - Students participate in forming academic goals for themselves and analyzing their progress. - Students demonstrate high academic expectations for themselves. - Student comments and actions demonstrate that they are excited about their work and understand why it is important.	- 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.	- 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.	- 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.**	*For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:* - 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. | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*
- 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. |
|---|---|---|---|---|

| 2B.3:

Connect student learning to future plans | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*
- Counselor utilizes resources outside of the school setting frequently. | - 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. | - 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. | - 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. |
|---|---|---|---|---|
| 2B.4

Supports students in assessment interpretation and goal-setting | *For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:*
- Assessment interpretation and goal-setting is systematic and well-planned. | - 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. | - 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. | - 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