

## Professional School Counselor Effectiveness Rubric

Update: September 9, 2024

### I. Overview

### II. Effectiveness Rubric

- a. Domain 1: Academic Achievement
- b. Domain 2: Student Assistance Services c. Domain 3: Career Development
- d. Domain 4: Professional Leadership

### III. Summary and Rating

## Overview

### What is the purpose of the Professional School Counselor Rubric?

The School Counselor Rubric was developed for three key purposes:

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

### Who developed the Professional School Counselor Effectiveness Rubric?

A representative group of counselors, administrators, and leaders from other youth-serving organizations, along with IDOE, contributed to the development of the rubric.

### What research and evidence support the Professional School Counselor Effectiveness Rubric?

- American School Counselor Association (ASCA) National Model
- ASCA Counselor Standards
- Indiana Student Assistant Services, Article 4
- California Carmel Unified School District Evaluation
- Missouri School Counselor Evaluation
- New Hampshire School Counselor Evaluation
- North Carolina School Counselor Evaluation
- Centinela Valley Union High School District
- Indiana Program Standards for School Counselors
- Indiana Student Standards

### How is the Professional School Counselor Effectiveness Rubric organized?

The rubric is divided into four domains.

- Domain 1: Academic Achievement
- Domain 2: Student Assistant Services
- Domain 3: Career Development

- Domain 4: Professional Leadership

Discrete indicators within each domain target specific areas that effective professional school counselors must focus upon.

### How do we weigh different parts of the framework?

In reviewing the current research during the development of the professional school counselor rubric, the goal was not to create a school counselor evaluation tool that would try to be all things to all people. As such, the rubric focuses on evaluating the effectiveness of the school counselor through observable and data driven actions.

### **What is the process to use the Professional School Counselor Effectiveness Rubric?**

- For any given indicator, the school counselor may receive a score of 1 through 4 (4 being highly effective).
- The school counselor will self-reflect and indicate level of performance in each area.
- Discussion of each area will take place between the administrator and school counselor. Supporting data may be presented.
- The administrator will complete the final evaluation in conference with the school counselor.
- The comment section may be used to explain any N/O (not observed) ratings.
- A written summary may also be attached.

### **How do I ensure the effective implementation of the Professional School Counselor Effectiveness Rubric?**

Even the best School Counselor Evaluation tool can be undermined by poor implementation. Successful implementation of the Professional School Counselor Effectiveness Rubric will require a focus on four core principles (modified from The new Teacher Project's *The Widget Effect*, 2009):

1. **Training and Support:** Administrators responsible for the evaluation of school counselors must receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
2. **Accountability:** The differentiation of school counselor effectiveness must be a priority for district administrators and one for which they are held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
3. **Credible distribution:** If the rubric is implemented effectively, ratings will not be ambiguous, surprising, or without clear justification. The performance distribution of school counselors must be monitored and a vehicle established to declare evaluations invalid if results are inflated.
4. **Decision-making:** Results from the school counselor evaluation must be fully integrated with other district systems and policies and a primary factor in employment decisions. This evaluation tool will assist in determining such issues as which school counselors receive tenure, how school counselors are assigned, retained, compensated and advanced, what professional development school counselors receive, and when and how school counselors are dismissed.

### **Friendly Disclaimer:**

This is a working draft of the Professional School Counselor Effectiveness Rubric that is still in the process of revision and change. This rubric will undergo a pilot with input from administrators and counselors from around the state.

**DOMAIN 1: ACADEMIC ACHIEVEMENT** School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
1.1	The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.	
1.2	The school counselor demonstrates knowledge of current trends in student development and academic achievement.	The school counselor regularly engages in professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	The school counselor regularly engages in professional development.	The school counselor sporadically engages in professional development.	The school counselor does not engage in professional development.	
1.3	The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists <i>all</i> students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term and long-term goals or in developing appropriate action plans.	
1.4	The school counselor engages all students in problem solving, critical thinking, and other activities.	The school counselor consistently provides opportunities and support for all students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor regularly provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor rarely provides opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	The school counselor does not provide opportunities and support for students to engage in problem solving and in investigating and analyzing concepts and questions.	
1.5	The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.	

1.6	The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.	The school counselor consistently guides <i>all</i> students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor rarely guides students in establishing challenging academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of postsecondary options consistent with students' interests and abilities.	The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.	
-----	--	--	---	--	--	--

**DOMAIN 2: STUDENT ASSISTANCE SERVICES** School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
2.1	The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.	The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.	The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.	The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.	The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and does not model appropriate behaviors.	
2.2	The school counselor facilitates all students' understanding of safety and survival skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	The school counselor consistently explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	The school counselor often explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	The school counselor rarely explains the students' right to a safe and secure school environment; helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	The school counselor does not explain the students' right to a safe and secure school environment; help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.	
2.3	The school counselor provides individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.	
2.4	The school counselor provides services to all students, fostering a clear understanding of diversity, ethnicity, and culture.	The school counselor consistently provides services to all students, fostering a clear understanding and appreciation of diversity, ethnicity, and culture.	The school counselor takes a multicultural or diverse perspective into consideration when providing services to students.	The school counselor sometimes provides services to students from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture.	The school counselor never takes a multicultural or diverse perspective into consideration when providing services to students.	

**DOMAIN 3: CAREER DEVELOPMENT** School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports student in the application of strategies.

Indicator	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
3.1	The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e. family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.	
3.2	The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.	The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.	The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.	The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explain how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.	The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.	
3.3	The school counselor supports all students in the application of strategies to achieve future success and satisfaction.	The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research and informational resources to obtain career information.	The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain career information.	The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational resources to obtain career information.	
3.4	The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	

**DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE** School counselors adhere to ethical standards, grow professionally, advocate for student success, provide system support, and deliver a comprehensive school counseling program

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score
4.1	The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge and enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.	
4.2	The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families, educational personnel, and/or community stakeholders.	The school counselor provides consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership—either formal or informal—in the counseling department, the school setting, or the community.	
4.3	The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement, OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents and community stakeholders.	
4.4	The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.	
4.5	The school counselor plans, organizes and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).	The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.	The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.	The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.	The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, increase the students served, or evaluate areas of particular strength or weakness.	



4.6	The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.	The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students; assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.	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 educational or student services programming through partnerships.	
-----	--	--	---	---	---	--

## **CORE PROFESSIONALISM**

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or designee)	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time
2 - 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, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 20-point deduction on their summative evaluation.



Meets Standards in ALL categories



Does Not Meet Standard in any one category (Summative Evaluation Deduction = -20 points total) \_\_\_\_\_

## SUMMARY AND RATING

- May be based on observations, school counselor reflections, classroom visits, and data.

Key	
61-80	Highly Effective
41-60	Effective
21-40	Improvement Necessary
0-20	Ineffective

### Overall Rating

Indicator	Maximum Score	Score
Academic Achievement	24	
Student Assistance Services	16	
Career Development	16	
Professional Leadership	24	
Professional Core (deduction)	0 or -20	
<b>TOTAL RATING</b>		<b>_____/80</b>

**\*The scoring rubric above may need to be adjusted if any of the evaluation indicators were deemed “not applicable.” Prior to making adjustments, evaluators must obtain approval from the Assistant Superintendent or designee.**

<b>Strengths</b>

<b>Specific Growth Areas</b>

**\*Additional documentation may be attached.**

Employee Signature: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

**\*The ratings have been discussed between the evaluator and the school counselor. Signing this document attest that the school counselor has read the document, not that he/she is in agreement with the document.**



# Annual Teacher Evaluation Plan 2024-2025

"...the most important variable in the achievement of students is the quality of instruction they receive on a daily basis. To ensure students learn at higher levels, simply improve teaching."

- Bob Marzano, 2003; John Hattie, 2009

## **Table of Contents**

### **Page**

<b>2</b>	<b>FCS Belief Statements</b>
<b>2</b>	<b>FCS Instructional Model</b>
<b>3</b>	<b>Critical Questions that Guide Instruction</b>
<b>3</b>	<b>FCS Annual Teacher Evaluation Process</b>
<b>4</b>	<b>Observations Quantity, Type, &amp; Timeline</b>
<b>5</b>	<b>Follow Up, Improvement, and Communication</b>
<b>5</b>	<b>Teachers Rated Ineffective or Needs Improvement</b>
<b>6</b>	<b>Instruction Delivered by Teachers Rated Ineffective</b>
<b>6</b>	<b>Negative Impact</b>
<b>7</b>	<b>Weights and Rating</b>
<b>7</b>	<b>Core Professionalism</b>
<b>8</b>	<b>Observation/Walk-Through Rubric</b>
	<b>Domain 1: Instruction</b>
	<ul style="list-style-type: none"><li>• Frequent communication of learning objective</li><li>• Teaching, modeling, demonstrating</li><li>• Guided practice</li><li>• Checks for understanding - formative assessment</li></ul>
<b>10</b>	<b>Domain 2: Classroom Environment</b>
	<ul style="list-style-type: none"><li>• Creates classroom culture of collaboration and respect (teacher to student and student to student)</li><li>• Sets high expectations for academic and personal success</li><li>• Appropriate communication with all stakeholders</li></ul>
<b>11</b>	<b>PLC Expectations Rubric</b>
<b>12</b>	<b>Professional Growth Plan Template</b>
<b>13</b>	<b>Performance Categories for Final Evaluation Rating</b>
<b>13</b>	<b>Evaluator Training &amp; Accountability</b>
<b>14</b>	<b>Annual Plan Adoption Process</b>
<b>14</b>	<b>Teacher Appreciation Grant Policy</b>
<b>14</b>	<b>Senate Enrolled Act 486 (2023)</b>

## **FCS BELIEFS REGARDING TEACHING & LEARNING**

We believe that in a safe and nurturing environment, students:

- learn at different rates and in different ways
- learn more effectively while actively engaged
- develop positive relationships with adults and peers

Furthermore, in regard to teaching and learning we believe that:

- Teachers are responsible for providing each student with rigorous and relevant instruction.
- Student learning should be measured in multiple ways.
- Teachers should use student assessment data to make informed instructional decisions.
- Teachers are responsible for working collaboratively with colleagues, students, parents, and the community to build productive relationships.
- Teachers should stay current with and implement best practices.
- Teachers and students are responsible for collaborating to establish high expectations and learning goals.

## **FCS INSTRUCTIONAL MODEL**

### **Franklin Community Schools Great Instruction**

#### **Includes:**

- Learner-Centered Culture
- Clear Learning Objectives
- Teaching and Modeling
- Guided Practice
- Formative Assessment
- Adjustment to Instruction
- Independent Practice



- Learner-Centered Culture
- Clear Learning Objectives

The following may occur in a non-linear fashion.

- Teaching/Modeling
- Guided Practice
- Formative Assessments (Checks for understanding)
- Adjustment to Instruction
- Independent Practice

## **CRITICAL QUESTIONS THAT GUIDE OUR INSTRUCTIONAL DECISIONS**

1. What do we want all students to know?
2. How will we know when they know?
3. What will we do when they don't know?
4. What will we do when they do know?

## **FCS ANNUAL TEACHER EVALUATION PROCESS**

### **Evaluation Process Components**

- **Mid-Point Conversation** (November - January): Evaluators will schedule mid-point conversations with certified staff to reflect collectively on the fall semester and to co-plan for the upcoming semester. Samples topics might include the following:
  - Progress on student performance this fall and last year (Celebrations and Opportunities for Improvement)
  - Instructional & management practices (Celebrations and Opportunities for Improvement)
  - Individual growth opportunities for the rest of the year
    - Adjustments to instructional and/or management practices
    - Requests for support or professional development
    - Opportunities for improvement
    - Celebrations
  - Mid-point self-assessment and evaluator feedback
    - How can the administrator help you continue movement toward your goals during the next semester?
- Regular documented **walk-throughs and observations** as determined by years of service and performance in prior years (See the following section)
  - Observations will occur during core instructional blocks.
  - All observations will be unannounced.
  - Observations will be a **minimum** of 10 minutes each.

- Improvement plans may dictate other observational patterns (e.g. longer observations (30-50 minutes), more frequent observations, daily walkthroughs).
  - Teachers will have one “pass” on an observation for extenuating circumstances. This “pass” must occur at the beginning of the observation.
  - Walk-throughs may occur at any time
- **PLC Engagement** as measured by the included rubric, which includes data cycles
- **Summative Conversation (May 1 - August 31)**: Evaluators will schedule summative conversations at the end of the year or at the beginning of the following year to discuss overall evaluation results, including professional expectations and teacher reflections about the year and goals for the upcoming year (e.g. student growth goal(s), student/parent feedback, and overall effectiveness)

## **Observation Quantity, Type, & Timeline**

Critical to the annual evaluation process is an understanding of the difference between an **observation** and an **evaluation**. An **observation** is a source of data in the overall evaluation plan. An **observation** is a classroom visit, an event - formal or informal, announced or unannounced. The **evaluation** is a summative process incorporating classroom observations and walkthroughs, PLC expectations, and professional expectations. Assigned evaluators have autonomy over final evaluation results.

### **First and Second Year Teachers at FCS**

- Administrators will conduct a **minimum** of four (4) unannounced observations (minimum of 10 min.) per year for 1st and 2nd year teachers at FCS. Walk-throughs are a routine component of the evaluation program.
  - At least 2 observations will be completed prior to the Mid-Point Conversation
  - A teacher or evaluator may determine that additional observations need to occur.

### **Teachers with two or more years of experience at FCS and rated “Highly Effective” or “Effective” in the prior year**

- Administrators will conduct a minimum of two (2) unannounced observations (minimum of 10 min.) per year. Walk-throughs are a routine component of the evaluation program.



- At least 1 observation will be completed prior to the Mid-Point Conversation
- A teacher or evaluator may determine that additional observations need to occur.

#### Teachers who have been rated “Ineffective” or “Improvement Needed” in the prior year

- Administrators will meet with teachers regarding Improvement Plans. Individual plans will dictate the frequency and length of observations.

### **Follow-up, Improvement, and Communication**

#### Process for Teacher Feedback

- Classroom walk-throughs will be a component of the evaluation process.
- The evaluator will provide a copy of any observation within five school days.
- Email/written/face-to-face communication is required after all observations.
- Face-to-face dialogue is required at the Mid-Point Conversation (November - January) and the Summative Conversation (May - August) of the annual evaluation process.
- Feedback will include identified strengths and areas for improvement
- An Improvement Plan may be implemented at any time as deemed necessary by the evaluator
- Summative evaluation and documented feedback will be provided to teachers within seven school days from the completion of the evaluation.
- Based on observation outcomes and walk-through data, administrators will utilize instructional coaches/peer mentors for teacher professional development.

#### Teachers rated “Ineffective” or “Needs Improvement”: Plans for Improvement

Teachers rated as “Ineffective” or “Needs Improvement” will be placed on a Professional Improvement Plan (see attached template). The plan cannot be more than 90 school days in length and will include professional growth activities that will be used toward the employee’s license renewal. However, the plan can be renewed if sufficient progress is not being made.

A teacher who receives a rating of “Ineffective” may file a request for a private conference with the superintendent or the superintendent’s designee not later than five (5) days after receiving notice that the teacher received a rating of “Ineffective.” It is the responsibility of the teacher to contact the superintendent or the superintendent’s designee to arrange for a private conference.

#### Instruction Delivered by Teachers Rated Ineffective: Student Placement & Parent Communication Procedures

Building principals will be responsible for annually ensuring that a student may not be instructed for two consecutive years by two consecutive teachers who have been rated as “Ineffective.” The superintendent or the superintendent’s designee will conduct a confirmation audit.

Prior to the start of the second year, a letter from the superintendent will be mailed to the parents of all students who unavoidably have two consecutive years of teacher assignments where the teachers have been rated as “Ineffective.”

#### Negative Impact

A teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective. This may require adjustments to the teacher’s final summative evaluation score.

- For classes measured by statewide assessments with growth model data, the IN Department of Education will determine negative impact.
- For classes that are not measured by statewide assessments, negative impact on student growth will be defined collaboratively by the teachers and administrators using the following indicators:
  - Academic standards
  - Student demonstration of mastery
  - Significant number or percentage of students impacted

## **WEIGHTING AND RATING PROCESS**

Item	Weight	Rating
Teacher Observation Rubric	80%	Rate using 4, 3, 2, 1
PLC Expectations Rubric	20%	Rate using 4, 3, 2, 1

## **CORE PROFESSIONALISM**

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2 - 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, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.



Meets Standards in ALL categories



Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total) \_\_\_\_\_

## TEACHER OBSERVATION RUBRIC

Instruction	<b><u>4 - Highly Effective</u></b> <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	<b><u>3 - Effective</u></b>	<b><u>2 - Improvement Necessary</u></b>	<b><u>1 - Ineffective</u></b>
Frequent communication of clear learning objectives	<ul style="list-style-type: none"> <li>- Students monitor their own progress toward LO, taking ownership of their learning journey</li> <li>- Students demonstrate understanding of connections between prior knowledge and LO</li> <li>- Teacher instruction encourages students to exhibit LO in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>- LO is specific, measurable, aligned to standards, and clearly posted</li> <li>- Teachers explain and students understand why and what they are learning</li> <li>- Lesson is well organized to move students toward mastery of the LO</li> </ul>	<ul style="list-style-type: none"> <li>- LO is specific and clearly posted, but may not be measurable or aligned to standards</li> <li>- Teacher attempts explanation, but students do not fully understand why and what they are learning</li> <li>- Organization of lesson is not always connected to mastery of the LO</li> </ul>	<ul style="list-style-type: none"> <li>- LO is missing more than one component or is not present</li> <li>- Teacher fails to explain importance of LO, and students do not show understanding of why or what they are learning</li> <li>- Lesson is disorganized and does not lead to mastery of LO</li> </ul>
Teaching, modeling, demonstrating	<ul style="list-style-type: none"> <li>- Instruction and pacing spark student engagement, excitement, and interest in the learning process</li> <li>- Students ask higher-order questions and/or make connections independently</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher models and demonstrates content knowledge and skills that are factually correct</li> <li>- Content is clear, concise, well-paced, and well-organized</li> <li>- Teacher implements evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher delivers content knowledge that is factually correct</li> <li>- Content occasionally lacks clarity and is not well-organized and well-paced</li> <li>- Teacher does not always implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher delivers content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding</li> <li>- Teacher fails to implement evidence-based instructional strategies (i.e. emphasizing main ideas and vocabulary, using developmentally appropriate language, and multiple deliveries to increase understanding)</li> </ul>
Guided Practice	<ul style="list-style-type: none"> <li>- Students demonstrate proficiency of the concepts or skills covered during guided practice, showing readiness for independent practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher provides multiple opportunities for student practice with content aligned to the LO (with appropriate rigor, relevance, and differentiation)</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may provide opportunities for student practice but perhaps not aligned to the LO or without appropriate rigor, relevance, or differentiation</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher does not provide opportunities for student practice with content</li> <li>- Fewer than ½ of students are actively engaged in content practice and many</li> </ul>

	<ul style="list-style-type: none"> <li>- All students are actively engaged in content practice or teacher is appropriately redirecting at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- <math>\frac{3}{4}</math> or more of students are actively engaged in content practice at all times and not off-task</li> <li>-Rigor of assigned tasks consistently aligns with the rigor of the learning objective</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than <math>\frac{3}{4}</math> of students are actively engaged in content practice at all times and not off-task</li> <li>-Rigor of assigned tasks partially aligns with the rigor of the learning objective</li> </ul>	<ul style="list-style-type: none"> <li>are off-task</li> <li>-Rigor of assigned tasks rarely aligns with the rigor of the learning objective</li> </ul>
Checks for understanding	<ul style="list-style-type: none"> <li>-Teacher uses multiple strategies to surface common misunderstandings and assess student mastery of content</li> <li>-Teacher aims to promote higher-order or critical thinking via checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher consistently checks for understanding of content at key moments and may use more than one type of strategy</li> <li>- Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher sometimes checks for understanding of content at key moments and may use more than one type of check</li> <li>- Teacher makes sometimes misguided attempts to adjust instruction based on checks for understanding, and students' understanding may not increase</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely checks for understanding of content and misses nearly all key moments or uses ineffective and unvaried checks</li> <li>- Teacher rarely or never attempts to adjust instruction based on checks for understanding, therefore failing to increase students' understanding</li> </ul>

<b>Classroom Environment</b>	<b><u>4 - Highly Effective</u></b> <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	<b><u>3 - Effective</u></b>	<b><u>2 - Improvement Necessary</u></b>	<b><u>1 - Ineffective</u></b>
Creates classroom culture of collaboration and respect (teacher to student and student to student)	<ul style="list-style-type: none"> <li>- Students demonstrate empathy, kindness, and support for their peers, creating a culture of respect and sensitivity to cultural and developmental differences</li> <li>- Students collaborate with peers to solve complex problems, share strategies, and provide feedback to one another</li> <li>- Teacher creates a collaborative environment by designing higher order learning activities that result in high levels of student engagement and thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher creates an environment of mutual respect and rapport between teacher and students and among students. Interactions are consistently appropriate and sensitive to student differences</li> <li>- Classroom expectations and routines are clear and consistently implemented; teacher monitors and responds to misbehavior in an appropriate, timely, and respectful manner</li> <li>- Teacher creates an environment where students participate in each other's learning of content through collaboration</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher attempts to create an environment of mutual respect and rapport between teacher and students and among students. Interactions are generally appropriate and conflict-free; may reflect occasional insensitivity to student differences</li> <li>- Classroom expectations and routines are present with inconsistent results and/or implementation; teacher struggles to monitor and respond to misbehavior in an appropriate, timely, and respectful manner</li> <li>- Teacher attempts to create an environment of student participation and collaboration with little student engagement</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher interactions are negative and/or insensitive, characterized by sarcasm, put-downs, or conflict resulting in an environment that lacks mutual respect and rapport between teacher and students and among students.</li> <li>- Classroom expectations and routines are absent and/or inconsistently implemented; teacher inconsistently monitors or responds to misbehavior</li> <li>- There is no evidence of teacher's attempt to incorporate collaborative activities to engage students</li> </ul>
Sets high expectations for academic and personal success	<ul style="list-style-type: none"> <li>- Teacher creates an environment with high levels of teacher passion and shared commitment and fosters an environment where students hold themselves to high academic and personal standards and encourage others to do the same</li> <li>- Teacher maximizes instructional time</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher establishes a culture of learning characterized by high expectations for student achievement and genuine personal commitment to the subject being taught</li> <li>- Most students demonstrate pride in their work</li> <li>- Little instructional time is lost; routines and procedures allow for a smooth-running classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher establishes a culture of learning characterized by modest expectations for student achievement and occasional personal commitment to the subject being taught</li> <li>- Little evidence of student pride in their work</li> <li>- Some instructional time is lost due to partially effective routines and procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher establishes a culture of learning characterized by low expectations for student achievement and little personal commitment to the subject being taught</li> <li>- No student pride in work</li> <li>- Much instructional time is lost due to inefficient routines and procedures</li> </ul>
Appropriate Communication with All Stakeholders	<ul style="list-style-type: none"> <li>- Communication is frequent, effective and appropriate. Teacher proactively communicates with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Communication is frequent, culturally appropriate, and successfully engages families and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>- Communication usually adheres to school expectations but may not be timely or appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Communication is sporadic and often inappropriate</li> </ul>

**PLC EXPECTATIONS RUBRIC:** Research shows that PLCs have the ability to improve instruction and enrich student learning. As a result, PLCs are a highly valued component of our educational and professional environments at FCS.

PLC	<b><u>4 - Highly Effective</u></b> <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	<b><u>3 - Effective</u></b>	<b><u>2 - Improvement Necessary</u></b>	<b><u>1 - Ineffective</u></b>
Collaboration	<ul style="list-style-type: none"> <li>- Teacher is always committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and data comparisons</li> <li>- Teacher assumes leadership role among colleagues in the PLC or plays a key role in maintaining the PLC norms</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher is consistently committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and data comparisons</li> <li>- Teacher is an active participant; collegial relationships are positive and productive</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher is sometimes committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons</li> <li>- Teacher is involved; collegial relationships are cordial</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher is rarely or never committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons</li> <li>- Teacher avoids participation; collegial relationships are negative or self-serving</li> </ul>
Contribution	<ul style="list-style-type: none"> <li>-Teacher positively and effectively helps implement PLCs remediation/extension plans</li> <li>-Teacher shows evidence of using curriculum maps effectively</li> <li>- Teacher documents data cycles and related student outcomes and helps PLC colleagues use data effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher is consistently committed to effective use of teaching/remediation strategies, uses data to identify strengths and weaknesses of students, contributes to PLC data cycles, and consistently identifies strategies for student growth</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher is sometimes committed to effective use of teaching/remediation strategies, occasionally uses data to identify strengths and weaknesses of students, and occasionally identifies strategies for student growth</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher is rarely or never committed to effective use of teaching/remediation strategies, rarely or never uses data to identify strengths and weaknesses of students, and rarely or never identifies strategies for student growth</li> </ul>
Team Approach and Professional Growth	<ul style="list-style-type: none"> <li>- Teacher seeks out professional growth opportunities based on PLC, professional or personal goals. Teacher actively shares expertise with others and implements feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher actively pursues and initiates opportunities for professional growth based on PLC, professional or personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher participates in professional growth as required and/or convenient; makes limited contributions; accepts feedback with some reluctance</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher does not participate in professional growth; makes no effort to share with others; is resistant to feedback</li> </ul>

## **PROFESSIONAL IMPROVEMENT PLAN**

Staff Member:

School:

Grade or Subject:

Date:

Principal or Supervisor:



1. Identification of the problem incident(s) and/or situation(s):
  - a. (If a teacher has been rated as ineffective or improvement necessary, please document.)
2. List the plan of action to remedy the incident(s) and/or situations(s):
  - a. (Identify parts of the plan that qualify for employee's license renewal credits.)
3. Date to review implementation of plan of action:
  - a. (Improvement Plan cannot be more than 90 school days in length.)
4. Staff member comments:
5. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for improvement has been developed, and a date to review the effectiveness of the plan of action has been established:

---

Staff Member Signature and Date

---

Administrator Signature and Date

*A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. It is the responsibility of the teacher to contact the superintendent or the superintendent's designee to arrange for a private conference.*



## **PERFORMANCE CATEGORIES FOR FINAL EVALUATION RATING**

FCS will provide a summative rating for all certificated staff as one of the following: highly effective, effective, improvement needed, or ineffective

- **Highly Effective (3.50 - 4.00)**
- **Effective (2.50 - 3.49)**
- **Improvement Needed (1.50 - 2.49)**
- **Ineffective (<1.49)**

## **EVALUATOR TRAINING AND ACCOUNTABILITY**

FCS administrators are the only evaluators for teachers. All FCS administrators receive initial training provided by central office personnel in the following areas:

- FCS Teacher Evaluation Rubric
- FCS Instructional Model
- Observation processes/logistics
- Pre/Post Conferencing and Delivering Constructive Feedback
- Data Analysis Used for Adjusting Instruction
- Summative Scoring
- Professional Development and Remediation Plans

All FCS administrators will receive ongoing training and support in evaluation skills. Regular cabinet and principal meetings will provide the administrative team with opportunities for practice, discussion, and reflection on observation and evaluation processes. Evaluators within the same building are expected to engage in interrater reliability exercises prior to conducting formal observations.

The annual evaluation process will be monitored by the superintendent or the superintendent's designee via an online platform which will house all rubrics and templates and will enable accurate record keeping and facilitate communication between evaluators and teachers.

## **ANNUAL PLAN ADOPTION PROCESS**

When needed, the evaluation committee, composed of FCTA members and FCS administrators, will meet to discuss possible edits to the annual evaluation plan. The revised draft will be shared with the FCTA leadership for discussion.

After discussion with FCTA, the written plan will be shared with the board during a monthly board meeting. Following the board meeting, the revised annual teacher evaluation plan will be reviewed with evaluators (FCS administrators).

Central office and building administrators are responsible for ensuring the FCS Teacher Evaluation Plan is in writing and fully explained to all FCS teachers prior to evaluations being conducted.

## **TEACHER APPRECIATION GRANT POLICY**

The amount of a stipend awarded to a teacher rated as Highly Effective is 25% greater than the amount of a stipend awarded to a teacher rated as Effective

## **SENATE ENROLLED ACT 486 (2023)**

Senate Enrolled Act 486 requires each school corporation to develop or adopt a plan for annual performance evaluations for each certificate employee. A school corporation may adopt the Indiana Department of Education's (IDOE's) model plan or adopt or establish any other staff performance evaluation plan.

The plan must include an annual designation of each certificated employee in one of the following rating categories:

1. Highly Effective
2. Effective
3. Improvement Needed
4. Ineffective

The requirements for the designation in each rating category must be determined by the school corporation.



## FCS Principal Effectiveness Rubric

September 2021

## 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.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Manager</b>					
1.1.1	Hiring and retention	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers;</li> <li>Demonstrating the ability to increase the entirety or significant majority of teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results;</li> <li>Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture).</li> </ul>	<b>Principal recruits, hires, and supports teachers by:</b> <ul style="list-style-type: none"> <li>Consistently using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions;</li> <li>Demonstrating ability to increase most teachers' effectiveness as evidenced by gains in student achievement and growth;</li> <li>Aligning personnel decisions with the vision and mission of the school.</li> </ul>	<b>Principal recruits, hires, and supports effective teachers by:</b> <ul style="list-style-type: none"> <li>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;</li> <li>Demonstrating ability to increase some teachers' effectiveness;</li> <li>Occasionally applying the school's vision/mission to HR decisions.</li> </ul>	<b>Principal <u>does not</u> recruit, hire, or support effective teachers who share the school's vision/mission by:</b> <ul style="list-style-type: none"> <li>Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions<sup>1</sup>;</li> <li>Rarely or never demonstrating the ability to increase teachers' effectiveness by moving teachers along effectiveness ratings;</li> <li>Rarely or never applying the school's vision/mission to HR decisions.</li> </ul>
1.1.2	Evaluation of teachers	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<b>Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>	<b>Principal prioritizes and applies teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>	<b>Principal <u>does not</u> prioritize and apply teacher evaluations by:</b> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.</li> </ul>

<sup>1</sup> For new teachers, the use of student teaching recommendations and data results is entirely appropriate.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Manager</b>				
1.1.3 Professional development	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>– Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>– Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>	<p><b>Principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>– Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>– Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>– Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>	<p><b>Principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>– Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>– Providing learning opportunities with little variety of format;</li> <li>– Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>	<p><b>Principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>– Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>– Providing no variety in format of learning opportunities;</li> <li>– Failing to provide professional learning opportunities based on evaluation results.</li> </ul>
1.1.4 Leadership and talent development	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>– Recognizing and celebrating emerging leaders.</li> </ul>	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>– Providing formal and informal opportunities to mentor emerging leaders;</li> <li>– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>	<p><b>Principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>– 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.</li> </ul>	<p><b>Principal <u>does not</u> develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never designing and implementing succession plans (e.g. career ladders) leading to positions in the school;</li> <li>– Rarely or never provides mentorship to emerging leaders;</li> <li>– Providing no support and encouragement of leadership and growth;</li> <li>– Frequently assigns responsibilities without allocating necessary authority.</li> </ul>
1.1.5 Strategic assignment <sup>2</sup>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– 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.</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>– 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;</li> <li>– Strategically assigning support staff to teachers and classes as necessary to support student achievement.</li> </ul>	<p><b>Principal uses staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>– 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.</li> </ul>	<p><b>Principal <u>does not</u> use staff placement to support instruction by:</b></p> <ul style="list-style-type: none"> <li>– 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.</li> </ul>
1.1.6 Addressing teachers who are in need of improvement or ineffective	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> </ul>	<p><b>Principal addresses teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> </ul>	<p><b>Principal addresses teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> </ul>	<p><b>Principal <u>does not</u> address teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> </ul>

<sup>2</sup> This indicator obviously assumes there is ability of leader to make these decisions.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	<ul style="list-style-type: none"> <li>Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>	<ul style="list-style-type: none"> <li>Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never monitoring the success of remediation plans;</li> <li>Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.2 Instructional Leadership</b>				
1.2.1	<b>Mission and vision</b> <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Defining long, medium, and short-term application of the vision and/or mission;</li> <li>Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>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.</li> </ul>	<b>Principal supports a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>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.</li> </ul>	<b>Principal supports a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>Making significant key decisions without alignment to the vision and/or mission;</li> <li>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.</li> </ul>	<b>Principal <u>does not</u> support a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Failing to adopt a school-wide instructional vision and/or mission;</li> <li>Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>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.</li> </ul>
1.2.2	<b>Classroom observations</b> <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>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;</li> <li>Monitoring the impact of feedback provided to teachers.</li> </ul>	<b>Principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>	<b>Principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Occasionally visiting teachers to observe instruction;</li> <li>Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>	<b>Principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Rarely or never visiting teachers to observe instruction;</li> <li>Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>
1.2.3	<b>Teacher collaboration</b> <b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>Tracking best collaborative practices to solve specific challenges;</li> </ul>	<b>Principal supports teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> </ul>	<b>Principal supports teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> </ul>	<b>Principal <u>does not</u> support teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>Discouraging teamwork, openness, and collective problem solving by failing to provide</li> </ul>

		<ul style="list-style-type: none"> <li>Holding collaborating teams accountable for their results.</li> </ul>	<ul style="list-style-type: none"> <li>Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>staff with information pertaining to problems and/or ignoring feedback;</li> <li>Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul>
--	--	--	--	---	---

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>				
1.3.1	<b>Planning and Developing SMART Goals Based on District Formative Assessment(s)</b>	<b>Principal supports the planning and development of SMART goals by:</b> <ul style="list-style-type: none"> <li>Organizing and leading opportunities for collaboration;</li> <li>Collaborating with teachers to identify standards or skills to be assessed;</li> <li>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning and growth;</li> <li>Helping teachers to assess baseline student performance to drive the development of SMART goals that appropriately take students' starting points into account;</li> <li>Utilizing a tracking tool to monitor school-wide progress;</li> <li>Ensuring teachers utilize a tracking tool to show individual student growth.</li> </ul>	<b>Principal supports the creation of SMART goals by:</b> <ul style="list-style-type: none"> <li>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SMART goals.</li> </ul>	<b>Principal <u>does not</u> support the creation of SMART goals by:</b> <ul style="list-style-type: none"> <li>Failing to organize/provide opportunities for teacher collaboration;</li> <li>Failing to meet with teachers to look at baseline data, select assessments, and set SMART goals;</li> <li>Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>
1.3.2	<b>Rigorous SMART Goals</b>	<b>Principal creates rigor in SMART goals by:</b> <ul style="list-style-type: none"> <li>Ensuring teachers' SMART goals define desired outcomes;</li> <li>Ensuring assessments used correspond to the appropriate state content standards;</li> <li>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>Ensuring an analysis of previous year's student performance is included in the development of SMART goals;</li> <li>Ensuring SMART goals are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul>	<b>Principal creates rigor in SMART goals by:</b> <ul style="list-style-type: none"> <li>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SMART goals;</li> <li>Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul>	<b>Principal creates rigor in SMART goals by:</b> <ul style="list-style-type: none"> <li>Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>Failing to assess baseline knowledge of students;</li> <li>Failing to select assessments that are appropriately aligned to content standards.</li> </ul>



Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>					
<b>1.3.3</b>	<b>Instructional time</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> <li>Removing all sources of distractions of instructional time;</li> <li>Promoting the sanctity of instructional time;</li> <li>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>	<p>Principal supports instructional time by:</p> <ul style="list-style-type: none"> <li>Removing major sources of distractions of instructional time;</li> <li>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<p>Principal <u>does not</u> support instructional time by:</p> <ul style="list-style-type: none"> <li>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>Rarely or never promoting the sanctity of instructional time;</li> <li>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>



## 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 schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
2.1 Personal Behavior					
2.1.1	Responsibilities	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li><li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times;</li><li>Articulating and communicating FCS Board policies to the stakeholders.</li></ul>	<b>Principal displays professionalism by:</b> <ul style="list-style-type: none"><li>Modeling professional, ethical, and respectful behavior at all times;</li><li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times;</li><li>Following FCS Board policies.</li></ul>	<b>Principal supports professionalism by:</b> <ul style="list-style-type: none"><li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li><li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations;</li><li>Occasionally following FCS Board policies.</li></ul>	<b>Principal <u>does not</u> support professionalism by:</b> <ul style="list-style-type: none"><li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li><li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations;</li><li>Failing to comply with FCS Board policies.</li></ul>
2.1.2	Time management	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>Monitoring progress toward established short, long, intermediate and long term priorities and objectives;</li><li>Monitoring use of time to identify areas that are not effectively utilized;</li></ul>	<b>Principal manages time effectively by:</b> <ul style="list-style-type: none"><li>Establishing short, long, intermediate and long term priorities and objectives that are aligned to mission, vision, and guiding principles;</li><li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li></ul>	<b>Principal manages time effectively by:</b> <ul style="list-style-type: none"><li>Establishing short-term and long-term objectives that are not clearly aligned to mission, vision and guiding principles.</li></ul>	<b>Principal manages time effectively by:</b> <ul style="list-style-type: none"><li>Rarely or never establishing timely objectives or priorities aligned to mission, vision and guiding principles.</li></ul>
2.1.3	Using Systemic Continuous Improvement Structure	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"><li>Leads and adhere to process structure regardless of outcome;</li><li>Participate in 2 or more projects;</li><li>Monitors control plan;</li><li>Adapting process study as needed, throughout the cycle;</li></ul>	<b>Principal adheres to Systemic Continuous Improvement Structure:</b> <ul style="list-style-type: none"><li>Identifying issues that require change or improvement</li><li>Actively soliciting feedback and help from all key stakeholders;</li><li>Acting upon feedback to shape strategic priorities to be aligned to student achievement;</li><li>Using documentation and data in the process structure.</li></ul>	<b>Principal supports professionalism by:</b> <ul style="list-style-type: none"><li>Occasionally identifies issues;</li><li>Occasionally makes decisions using documentation, data, and process structures;</li><li>Rarely involves key stakeholders in decision making process.</li></ul>	<b>Principal does not support professionalism by:</b> <ul style="list-style-type: none"><li>Making decisions without supporting documentation, data and process structure;</li><li>Never identify issues that need FCS process structure.</li></ul>
2.1.4	Initiative and persistence	<b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b>	<b>Principal displays initiative and persistence by:</b> <ul style="list-style-type: none"><li>Consistently achieving expected goals;</li></ul>	<b>Principal displays initiative and persistence by:</b>	<b>Principal <u>does not</u> display initiative and persistence by:</b> <ul style="list-style-type: none"><li>Rarely or never achieving expected goals;</li></ul>

		<ul style="list-style-type: none"> <li>Exceeding typical expectations to accomplish ambitious goals;</li> <li>Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement;</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Taking on voluntary responsibilities that contribute to school success;</li> <li>Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement;</li> <li>Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Achieving most, but not all expected goals;</li> <li>Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement;</li> <li>Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>Rarely or never taking risks to support students in achieving results;</li> <li>Never seeking out potential partnerships.</li> </ul>
--	--	--	--	---	--

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2 Building Relationships</b>				
<b>2.2.1 Culture of urgency</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>	<p><b>Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>Leading a relentless pursuit of these expectations.</li> </ul>	<p><b>Principal creates an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>Occasionally leading a pursuit of these expectations.</li> </ul>	<p><b>Principal <u>does not</u> create an organizational culture of urgency by:</b></p> <ul style="list-style-type: none"> <li>Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>
<b>2.2.2 Communication</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>To the extent possible, messaging key concepts in real time;</li> <li>Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul>	<p><b>Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul>	<p><b>Principal skillfully and clearly communicates by:</b></p> <ul style="list-style-type: none"> <li>Messaging most, but not all, key concepts;</li> <li>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>Utilizing a limited number of means and approaches to communication.</li> </ul>	<p><b>Principal <u>does not</u> skillfully and clearly communicate by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never messaging key concepts;</li> <li>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2 Building Relationships</b>					
2.2.3	<b>Forging consensus for change and improvement</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Guides others through change and addresses resistance to that change;</li> <li>– Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>– Creates cultural changes that reflect and support building a consensus for change.</li> </ul>	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> <li>– Using effective strategies to work toward a consensus for change and improvement;</li> <li>– Systematically managing and monitoring change processes;</li> <li>– Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>	<p>Principal creates a consensus for change and improvement by:</p> <ul style="list-style-type: none"> <li>– Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>– Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>– Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul>	<p>Principal <b>does not</b> create a consensus for change and improvement by:</p> <ul style="list-style-type: none"> <li>– Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>– Rarely or never managing or developing a process for change and/or improvement;</li> <li>– Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>
2.2.4	<b>Using feedback to improve student performance</b>	<p>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</p> <ul style="list-style-type: none"> <li>– Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>– Identifying the most efficient means through which feedback can be generated.</li> <li>– Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> <li>– Actively soliciting feedback and help from all key stakeholders;</li> <li>– Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>	<p>Principal uses feedback to improve student performance by:</p> <ul style="list-style-type: none"> <li>– Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>– Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>	<p>Principal <b>does not</b> use feedback to improve student performance by:</p> <ul style="list-style-type: none"> <li>– Regularly avoiding or devaluing feedback;</li> <li>– Rarely or never applying feedback to shape priorities.</li> </ul>

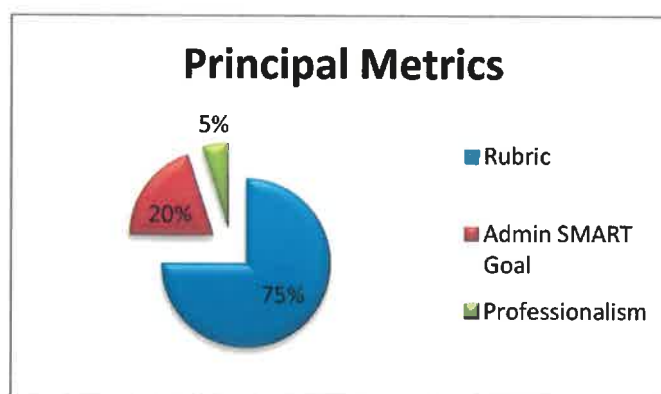
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.3 Culture of Achievement</b>				
<b>2.3.1 High expectations</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li> <li>– Benchmarking expectations to the performance of the state's highest performing schools;</li> <li>– Creating systems and approaches to monitor the level of academic and behavior expectations;</li> <li>– Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li> </ul>	<p><b>Principal creates and supports high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>– Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li> <li>– Empowering students to set high and demanding expectations for themselves;</li> <li>– Ensuring that students are consistently learning, respectful, and on task;</li> <li>– Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li> <li>– Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li> </ul>	<p><b>Principal creates and supports high academic and behavioral expectations by:</b></p> <ul style="list-style-type: none"> <li>– Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li> <li>– Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li> </ul>	<p><b>Principal <u>does not</u> create or support high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>– Accepting poor academic performance and/or student behavior;</li> <li>– Failing to set high expectations or sets unrealistic or unattainable goals.</li> </ul>
<b>2.3.2 Academic rigor</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>	<p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>	<p><b>Principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li> <li>– Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>	<p><b>Principal <u>has not</u> established academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>– Consistently sets and abandons ambitious academic goals.</li> </ul>
<b>2.3.3 Data usage in Professional Learning Communities (PLC)</b>	<p><b>At Level 4, a principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li> <li>– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>	<p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Orchestrating frequent and timely PLC collaboration for data analysis;</li> <li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>	<p><b>Principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally supporting and/or orchestrating PLC collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action plans for implementation that are based on data analysis.</li> </ul>	<p><b>Principal <u>does not</u> utilize data by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never organizing efforts to analyze data;</li> <li>– Rarely or never applying data analysis to develop action plans.</li> </ul>

### Weighting and Rating Process

Item	Weight	Rating
<b>Rubric</b>	75%	Rate using: 4, 3, 2, 1
<b>Admin SMART Goal</b>	20%	Rate using 4, 3, 2, 1 (Principal predetermine)
<b>Professionalism</b> *Attendance/On Time *Policy/Procedures	5% (Attendance/On Time = 2.5%) (Policy/Procedures = 2.5%)	Effective = 4 Ineffective = 1

## FCS Principal Metrics and Summative Scoring

75% Leadership Outcomes, 20% Student Learning Data, 5% Professionalism



### **LEADERSHIP OUTCOMES (75%):**

**FCS Principal Effectiveness Rubric (75%):** This score is obtained from the evaluation rating from the FCS Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 75% of the principal's comprehensive rating.

FCS Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

### **STUDENT LEARNING DATA (20%):**

**Administrative SMART Goals (20%):** This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows a principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 16% of the principal's comprehensive rating.

The guidelines for Administrative SMART Goals are as follows:

1. Have two goals
2. Must be measurable

3. Must be collaboratively set by administrator and evaluator
4. May be district, school based or individual
5. One goal must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations
8. May be based on any areas of concern/weakness from 360° feedback.

Some possible student learning data sources or areas a principal may set goals around include: IREAD K-2, IREAD 3, WIDA, mCLASS, local common assessments in social studies or science, non- state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met.

Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

### **PROFESSIONALISM (5%):**

Professionalism (5%): These two indicators illustrate the minimum competencies expected in any profession. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Competency	Effective = 4	Ineffective = 1
<b>Attendance/On Time Arrival</b>  <b>2.5%</b>	<ul style="list-style-type: none"> <li>- Individual has not demonstrated a pattern of unexcused absences</li> <li>- Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the local school policy and by the relevant collective bargaining agreement).</li> </ul>	<ul style="list-style-type: none"> <li>- Individual demonstrates a pattern of unexcused absences</li> <li>- Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by the local school policy and by the relevant collective bargaining agreement).</li> </ul>



<b>Policies and Procedures</b>  <b>2.5%</b>	- Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting forms, policies for appropriate attire, safety policies, etc.	- Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting forms, policies for appropriate attire, safety policies, etc.
---	---	---

Professionalism	Category	Points
Attendance/On Time Arrival	Highly Effective (HE)	4
Policies and Procedures	Ineffective (IN)	1

#### Elementary /Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

#### HS examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10<sup>th</sup>-12<sup>th</sup> grade students will increase to 1175.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of 10<sup>th</sup>- 12<sup>th</sup> grade students gaining college credit in dual credit courses from 20 to 35 by the end of the school year.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.

#### Non-examples

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.



### ROLLING UP THE SCORE

	Raw Score	x	Weight	Score
Rubric Rating	3		0.75	2.25
Admin. SMART Goal(s) Rating	4		0.20	0.80
Professionalism	4		0.05	0.20
			Comprehensive Effectiveness Rating	3.25

### Scale

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

Note: Borderline points always round up.



## FCS Assistant Principal Effectiveness Rubric

Board Approved: September 2021

## Domain 1: Teacher Effectiveness

Great assistant principals know that teacher quality is the most important in-school factor relating to student achievement. Assistant principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. 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.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.1 Human Capital Manager</b>				
1.1.1 Evaluation of teachers	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring the use of time and/or evaluation procedures to consistently improve the evaluation process.</li> </ul>	<p><b>Assistant principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance;</li> <li>Following processes and procedures outlined in the corporation evaluation plan for all staff members</li> </ul>	<p><b>Assistant principal prioritizes and applies teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Using teacher evaluations to partially differentiate the performance of teacher;</li> <li>Following most processes and procedures outlined in the corporation evaluation plan for all staff members.</li> </ul>	<p><b>Assistant principal <u>does not</u> prioritize and apply teacher evaluations by:</b></p> <ul style="list-style-type: none"> <li>Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building;</li> <li>Rarely or never using teacher evaluation to differentiate the performance of teachers ;</li> <li>Failing to follow all processes and processes outlined in the corporation evaluation plan for staff members.</li> </ul>
1.1.2 Professional development	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Frequently creating learning opportunities in which highly effective teachers support their peers;</li> <li>Monitoring the impact of implemented learning opportunities on student achievement;</li> <li>Efficiently and creatively orchestrating professional learning opportunities in order to maximize time and resources dedicated to learning opportunities.</li> </ul>	<p><b>Assistant principal orchestrates professional learning opportunities by:</b></p> <ul style="list-style-type: none"> <li>Providing learning opportunities to teachers aligned to professional needs based on student academic performance data and teacher evaluation results;</li> <li>Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</li> <li>Providing differentiated learning opportunities to teachers based on evaluation results.</li> </ul>	<p><b>Assistant principal orchestrates aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generalized learning opportunities aligned to the professional needs of some teachers based on student academic performance data;</li> <li>Providing learning opportunities with little variety of format;</li> <li>Providing differentiated learning opportunities to teachers in some measure based on evaluation results.</li> </ul>	<p><b>Assistant principal <u>does not</u> orchestrate aligned professional learning opportunities tuned to staff needs by:</b></p> <ul style="list-style-type: none"> <li>Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data;</li> <li>Providing no variety in format of learning opportunities;</li> <li>Failing to provide professional learning opportunities based on evaluation results.</li> </ul>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1.3 Leadership and talent development	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Encouraging and supporting teacher leadership and progression on career ladders;</li> <li>– Systematically providing opportunities for emerging leaders to distinguish themselves and giving them the authority to complete the task;</li> <li>– Recognizing and celebrating emerging leaders.</li> </ul>	<p><b>Assistant principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to every position in the school;</li> <li>– Providing formal and informal opportunities to mentor emerging leaders;</li> <li>– Promoting support and encouragement of leadership and growth as evidenced by the creation of and assignment to leadership positions or learning opportunities.</li> </ul>	<p><b>Assistant principal develops leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Designing and implementing succession plans (e.g. career ladders) leading to some positions in the school;</li> <li>– Providing formal and informal opportunities to mentor some, but not all, emerging leaders;</li> <li>– 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.</li> </ul>	<p><b>Assistant principal <u>does not</u> develop leadership and talent by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never designing and implementing succession plans (e.g. career ladders leading to positions in the school);</li> <li>– Rarely or never provides mentorship to emerging leaders;</li> <li>– Providing no support and encouragement of leadership and growth;</li> <li>– Frequently assigns responsibilities without allocating necessary authority.</li> </ul>
1.1.4 Delegation	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Encouraging and supporting staff members to seek out responsibilities;</li> <li>– Monitoring and supporting staff in a fashion that develops their ability to manage tasks and responsibilities.</li> </ul>	<p><b>Assistant principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>– Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Monitoring the progress towards success of those to whom delegations have been made;</li> <li>– Providing support to staff members as needed.</li> </ul>	<p><b>Assistant principal delegates tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally seeking out and selecting staff members for increased responsibility based on their qualifications, performance and/or effectiveness;</li> <li>– Monitoring completion of delegated tasks and/or responsibilities, but not necessarily progress towards completion;</li> <li>– Providing support, but not always as needed.</li> </ul>	<p><b>Assistant principal <u>does not</u> delegate tasks and responsibilities appropriately by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness;</li> <li>– Rarely or never monitoring completion of or progress toward delegated task and/or responsibility;</li> <li>– Rarely or never providing support.</li> </ul>
1.1.5 Addressing teachers who are in need of improvement or ineffective	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Staying in frequent communication with teachers on remediation plans to ensure necessary support;</li> <li>– Tracking remediation plans in order to inform future decisions about effectiveness of certain supports.</li> </ul>	<p><b>Assistant principal addresses teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Monitoring the success of remediation plans;</li> <li>– Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<p><b>Assistant principal addresses teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally monitoring the success of remediation plans;</li> <li>– Occasionally following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>	<p><b>Assistant principal <u>does not</u> address teachers in need of improvement or ineffective by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement;</li> <li>– Rarely or never monitoring the success of remediation plans;</li> <li>– Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers.</li> </ul>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.2 Instructional Leadership</b>				
1.2.1	<b>Mission and vision</b>  <b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Defining long, medium, and short-term application of the vision and/or mission;</li> <li>Monitoring and measuring progress toward the school's vision and/or mission;</li> <li>Frequently revisiting and discussing the vision and/or mission to ensure appropriateness and rigor;</li> <li>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.</li> </ul>	<b>Assistant principal supports a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>Defining specific instructional and behavioral actions linked to the school's vision and/or mission;</li> <li>Ensuring all key decisions are aligned to the vision and/or mission;</li> <li>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.</li> </ul>	<b>Assistant principal supports a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Creating a vision and/or mission based on a specific measurable, ambitious, rigorous, and timely; instructional goal(s);</li> <li>Making significant key decisions without alignment to the vision and/or mission;</li> <li>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.</li> </ul>	<b>Assistant principal does not support a school-wide instructional vision and/or mission by:</b> <ul style="list-style-type: none"> <li>Failing to adopt a school-wide instructional vision and/or mission;</li> <li>Defining a school-wide instructional vision and/or mission that is not applied to decisions;</li> <li>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.</li> </ul>
1.2.2	<b>Classroom observations</b>  <b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>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;</li> <li>Monitoring the impact of feedback provided to teachers.</li> </ul>	<b>Assistant principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Visiting all teachers frequently (announced and unannounced) to observe instruction;</li> <li>Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality;</li> <li>Providing prompt and actionable feedback to teachers aimed at improving student outcomes based on observations and student performance data.</li> </ul>	<b>Assistant principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Occasionally visiting teachers to observe instruction;</li> <li>Occasionally analyzing student performance data to drive instruction evaluate instructional quality;</li> <li>Providing inconsistent or ineffective feedback to teachers and/or that is not aimed at improving student outcomes.</li> </ul>	<b>Assistant principal uses classroom observations to support student academic achievement by:</b> <ul style="list-style-type: none"> <li>Rarely or never visiting teachers to observe instruction;</li> <li>Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data;</li> <li>Rarely or never providing feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes.</li> </ul>
1.2.3	<b>Teacher collaboration</b>  <b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Monitoring collaborative efforts to ensure a constant focus on student learning;</li> <li>Tracking best collaborative practices to solve specific challenges;</li> <li>Holding collaborating teams accountable for their results.</li> </ul>	<b>Assistant principal supports teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods;</li> <li>Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving;</li> <li>Aligning teacher collaborative efforts to the school's vision/mission.</li> </ul>	<b>Assistant principal supports teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Establishing a culture of collaboration without a clear or explicit focus on student learning and achievement;</li> <li>Supporting and encouraging teamwork and collaboration in a limited number of ways;</li> <li>Occasionally aligning teacher collaborative efforts to instructional practices.</li> </ul>	<b>Assistant principal does not support teacher collaboration by:</b> <ul style="list-style-type: none"> <li>Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods;</li> <li>Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback;</li> <li>Rarely or never aligning teacher collaborative efforts to instructional practices.</li> </ul>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>				
1.3.1 <b>Planning and Developing Student Learning Objectives based on district formative assessment(s)</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Utilizing SLOs as the basis of school-wide goals, and/or the vision and mission;</li> <li>Communicating with community members, parents, and other stakeholders the purpose and progress towards SLOs;</li> <li>Ensuring students are aware of and can communicate the academic expectations inherent in teacher SLOs;</li> <li>Empowering teachers, staff, and students to participate in the monitoring of progress towards SLOs;</li> <li>Revisiting the use and design of teacher and school-wide tracking tools.</li> </ul>	<p><b>Assistant principal supports the planning and development of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>Organizing and leading opportunities for collaboration within departments and across grades in developing SLOs;</li> <li>Collaborating with teachers to identify standards or skills to be assessed;</li> <li>Collaborating with teachers to develop/select assessments to evaluate overall student progress; utilizing assessments that accurately and reliably measure student learning;</li> <li>Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account;</li> <li>Systematically working with teachers to monitor and revisit SLOs throughout year as necessary.</li> <li>Utilizing a tracking tool to monitor school-wide progress on SLOs;</li> <li>Ensuring teachers utilize a tracking tool to show student progress towards SLOs.</li> </ul>	<p><b>Assistant principal supports the creation of Student Learning Objectives (SLOs) by:</b></p> <ul style="list-style-type: none"> <li>Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur;</li> <li>Occasionally collaborating with teachers to identify standards or skills to be assessed;</li> <li>Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments;</li> <li>Working with teachers only occasionally throughout the year to measure progress towards goals;</li> <li>Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs.</li> </ul>	<p><b>Assistant principal <u>does not</u> support the creation of Student Learning Objectives by:</b></p> <ul style="list-style-type: none"> <li>Failing to organize/provide opportunities for teacher collaboration;</li> <li>Failing to meet with teachers to look at baseline data, select assessments, and set SLOs;</li> <li>Not meeting with teachers throughout the year to look at progress towards goals.</li> </ul>
1.3.2 <b>Rigorous Student Learning Objectives</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Utilizing rigorous SLOs to define and lead a school's culture and sense of urgency;</li> <li>Establishing an on-going culture of looking at data and progress towards SLOs involving all staff members in the school regularly meeting to talk about data and instructional practice.</li> </ul>	<p><b>Assistant principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Ensuring teachers' SLOs define desired outcomes;</li> <li>Ensuring assessments used correspond to the appropriate state content standards;</li> <li>Ensuring outcomes are benchmarked to high expectations, such as international standards and/or typical to high growth;</li> <li>Ensuring an analysis of previous year's student performance is included in the development of SLOs;</li> <li>Ensuring SLOs are focused on demonstrable gains in students' mastery of academic standards as measured by achievement and/or growth.</li> </ul>	<p><b>Assistant principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Allowing teachers to set lower expectations for the growth of some students than others, and this is reflected in SLOs;</li> <li>Assessing baseline data that may not be effectively used to assess students' starting points;</li> <li>Selecting and allowing for assessments that may not be appropriately aligned to state content standards.</li> </ul>	<p><b>Assistant principal creates rigor in SLOs by:</b></p> <ul style="list-style-type: none"> <li>Allowing for outcomes to be benchmarked to less than typical growth;</li> <li>Failing to assess baseline knowledge of students;</li> <li>Failing to select assessments that are appropriately aligned to content standards.</li> </ul>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3 Leading Indicators of Student Learning</b>					
1.3.4	Instructional time	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Systematically monitors the use of instructional time to create innovative opportunities for increased and/or enhanced instructional time.</li> </ul>	<p><b>Assistant principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>Removing all sources of distractions of instructional time;</li> <li>Promoting the sanctity of instructional time;</li> <li>Ensuring every minute of instructional time is maximized in the service of student learning and achievement, and free from distractions.</li> </ul>	<p><b>Assistant principal supports instructional time by:</b></p> <ul style="list-style-type: none"> <li>Removing major sources of distractions of instructional time;</li> <li>Attempting to promote sanctity of instructional time but is hindered by issues such as school discipline, lack of high expectations, etc;</li> <li>Occasionally allowing unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>	<p><b>Assistant principal <u>does not</u> support instructional time by:</b></p> <ul style="list-style-type: none"> <li>Failing to establish a culture in which instructional time is the priority, as evidenced by discipline issues, attendance, interruptions to the school day, etc;</li> <li>Rarely or never promoting the sanctity of instructional time;</li> <li>Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time.</li> </ul>

## Domain 2: Leadership Actions

Great assistant 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 schoolwide *culture of achievement* aligned to the school's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.1 Personal Behavior</b>				
<b>2.1.1 Professionalism</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community;</li> <li>Creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times;</li> <li>Articulating and communicating FCS Board policies to the stakeholders.</li> </ul>	<p><b>Assistant principal displays professionalism by:</b></p> <ul style="list-style-type: none"> <li>Modeling professional, ethical, and respectful behavior at all times;</li> <li>Expecting students and colleagues to display professional, ethical, and respectful behavior at all times;</li> <li>Following FCS Board policies</li> </ul>	<p><b>Assistant principal supports professionalism by:</b></p> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times but understanding of professional expectations as evidenced by not acting counter to these expectations;</li> <li>Occasionally holding students and colleagues to professional, ethical, and respectful behavior expectations;</li> <li>Occasionally following FCS Board policies.</li> </ul>	<p><b>Assistant principal <u>does not</u> support professionalism by:</b></p> <ul style="list-style-type: none"> <li>Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations;</li> <li>Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations;</li> <li>Failing to comply with FCS Board policies.</li> </ul>
<b>2.1.2 Time management</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Monitoring use of time to identify areas that are not effectively utilized;</li> </ul>	<p><b>Assistant principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Establishing yearly, monthly, weekly, and daily priorities and objectives;</li> <li>Identifying and consistently prioritizing activities with the highest-leverage on student achievement.</li> </ul>	<p><b>Assistant principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives;</li> <li>Occasionally prioritizes activities unrelated to student achievement.</li> </ul>	<p><b>Assistant principal manages time effectively by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never establishing timely objectives or priorities;</li> <li>Regularly prioritizing activities unrelated to student achievement;</li> </ul>
<b>2.1.3 Using feedback to improve student performance</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance;</li> <li>Identifying the most efficient means through which feedback can be generated.</li> </ul>	<p><b>Assistant principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Actively soliciting feedback and help from all key stakeholders;</li> <li>Acting upon feedback to shape strategic priorities to be aligned to student achievement.</li> </ul>	<p><b>Assistant principal uses feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Accepts feedback from any stakeholder when it is offered but does not actively seek out such input;</li> <li>Occasionally acting upon feedback to shape strategic priorities aligned to student achievement.</li> </ul>	<p><b>Assistant principal <u>does not</u> use feedback to improve student performance by:</b></p> <ul style="list-style-type: none"> <li>Regularly avoiding or devaluing feedback;</li> <li>Rarely or never applying feedback to shape priorities.</li> </ul>



		<ul style="list-style-type: none"> <li>Establishing “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback.</li> </ul>			
Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.1 Personal Behavior</b>					
2.1.4	<b>Initiative and persistence</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>Exceeding typical expectations to accomplish ambitious goals;</li> <li>Regularly identifying, communicating, and addressing the school’s most significant obstacles to student achievement;</li> <li>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.</li> </ul>	<p><b>Assistant principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>Consistently achieving expected goals;</li> <li>Taking on voluntary responsibilities that contribute to school success;</li> <li>Taking risks to support students in achieving results by identifying and frequently attempting to remove the school’s most significant obstacles to student achievement;</li> <li>Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Assistant principal displays initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>Achieving most, but not all expected goals;</li> <li>Occasionally taking on additional, voluntary responsibilities that contribute to school success;</li> <li>Occasionally taking risks to support students in achieving results by attempting to remove the school’s most significant obstacles to student achievement;</li> <li>Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement.</li> </ul>	<p><b>Assistant principal <u>does not</u> display initiative and persistence by:</b></p> <ul style="list-style-type: none"> <li>Rarely or never achieving expected goals;</li> <li>Rarely or never taking on additional, voluntary responsibilities that contribute to school success;</li> <li>Rarely or never taking risks to support students in achieving results;</li> <li>Never seeking out potential partnerships.</li> </ul>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.2 Building Relationships</b>				
<b>2.2.1</b>	<b>Culture of urgency</b>  <b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Ensuring the culture of urgency is sustainable by celebrating progress while maintaining a focus on continued improvement;</li> </ul>	<b>Assistant principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning the efforts of students, parents, teachers, and other stakeholders to a shared understanding of academic and behavioral expectations;</li> <li>Leading a relentless pursuit of these expectations.</li> </ul>	<b>Assistant principal creates an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Aligning major efforts of students and teachers to the shared understanding of academic and behavioral expectations, while failing to include other stakeholders;</li> <li>Occasionally leading a pursuit of these expectations.</li> </ul>	<b>Assistant principal <u>does not</u> create an organizational culture of urgency by:</b> <ul style="list-style-type: none"> <li>Failing to align efforts of students and teachers to a shared understanding of academic and behavior expectations;</li> <li>Failing to identify the efforts of students and teachers, thus unable to align these efforts.</li> </ul>
<b>2.2.2</b>	<b>Communication</b>  <b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>To the extent possible, messaging key concepts in real time;</li> <li>Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate;</li> <li>Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations.</li> </ul>	<b>Assistant principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging key concepts, such as the school's goals, needs, plans, success, and failures;</li> <li>Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc;</li> <li>Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc.</li> </ul>	<b>Assistant principal skillfully and clearly communicates by:</b> <ul style="list-style-type: none"> <li>Messaging most, but not all, key concepts;</li> <li>Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations;</li> <li>Utilizing a limited number of means and approaches to communication.</li> </ul>	<b>Assistant principal <u>does not</u> skillfully and clearly communicate by:</b> <ul style="list-style-type: none"> <li>Rarely or never messaging key concepts;</li> <li>Interacting with a limited number of stakeholders and failing to reach several key groups and organizations;</li> <li>Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication.</li> </ul>
<b>2.2.3</b>	<b>Forging consensus for change and improvement</b>  <b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b> <ul style="list-style-type: none"> <li>Guides others through change and addresses resistance to that change;</li> <li>Monitors the success of strategies and revises based on strengths and weaknesses;</li> <li>Creates cultural changes that reflect and support building a consensus for change.</li> </ul>	<b>Assistant principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Using effective strategies to work toward a consensus for change and improvement;</li> <li>Systematically managing and monitoring change processes;</li> <li>Securing cooperation from key stakeholders in planning and implementing change and driving improvement.</li> </ul>	<b>Assistant principal creates a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Identifying areas where agreement is necessary and has not yet begun to implement strategies to achieve that agreement;</li> <li>Managing change and improvement processes without building systems and allies necessary to support the process;</li> <li>Asking for feedback but not yet successful in securing cooperation in delivering input from all stakeholders.</li> </ul>	<b>Assistant principal <u>does not</u> create a consensus for change and improvement by:</b> <ul style="list-style-type: none"> <li>Failing to identify areas in which agreement and/or consensus is necessary;</li> <li>Rarely or never managing or developing a process for change and/or improvement;</li> <li>Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions.</li> </ul>

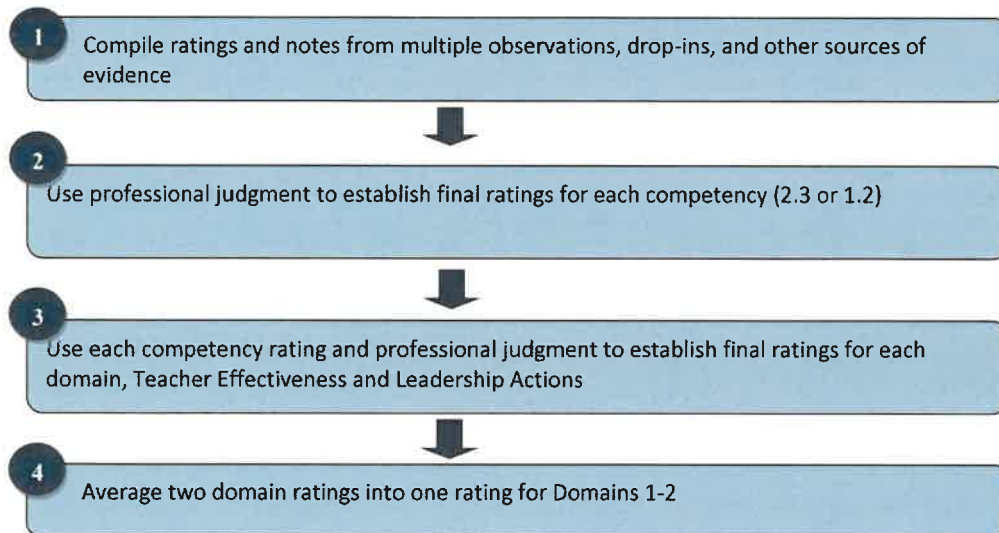
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>2.3 Culture of Achievement</b>				
<b>2.3.1 High expectations</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Incorporating community members and other partner groups into the establishment and support of high academic and behavior expectations;</li> <li>– Benchmarking expectations to the performance of the state's highest performing schools;</li> <li>– Creating systems and approaches to monitor the level of academic and behavior expectations;</li> <li>– Encouraging a culture in which students are able to clearly articulate their diverse personal academic goals.</li> </ul>	<p><b>Assistant principal creates and supports high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>– Empowering teachers and staff to set high and demanding academic and behavior expectations for every student;</li> <li>– Empowering students to set high and demanding expectations for themselves;</li> <li>– Ensuring that students are consistently learning, respectful, and on task;</li> <li>– Setting clear expectations for student academics and behavior and establishing consistent practices across classrooms;</li> <li>– Ensuring the use of practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</li> </ul>	<p><b>Assistant principal creates and supports high academic and behavioral expectations by:</b></p> <ul style="list-style-type: none"> <li>– Setting clear expectations for student academics and behavior but occasionally failing to hold students to these expectations;</li> <li>– Setting expectations but failing to empower students and/or teachers to set high expectations for student academic and behavior.</li> </ul>	<p><b>Assistant principal <u>does not</u> create or support high academic and behavior expectations by:</b></p> <ul style="list-style-type: none"> <li>– Accepting poor academic performance and/or student behavior;</li> <li>– Failing to set high expectations or sets unrealistic or unattainable goals.</li> </ul>
<b>2.3.2 Academic rigor</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements.</li> </ul>	<p><b>Assistant principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating ambitious academic goals and priorities that are accepted as fixed and immovable.</li> </ul>	<p><b>Assistant principal establishes academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Creating academic goals that are nearing the rigor required to meet the school's academic goals;</li> <li>– Creating academic goals but occasionally deviates from these goals in the face of adversity.</li> </ul>	<p><b>Assistant principal <u>has not</u> established academic rigor by:</b></p> <ul style="list-style-type: none"> <li>– Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious;</li> <li>– Consistently sets and abandons ambitious academic goals.</li> </ul>
<b>2.3.3 Data usage in Professional Learning Communities (PLC)</b>	<p><b>At Level 4, an assistant principal fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>– Data used as basis of decision making is transparent and communicated to all stakeholders;</li> </ul>	<p><b>Assistant principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Orchestrating frequent and timely Professional Learning Communities (PLC) collaboration for data analysis;</li> <li>– Developing and supporting others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>	<p><b>Assistant principal utilizes data by:</b></p> <ul style="list-style-type: none"> <li>– Occasionally supporting and/or orchestrating Professional Learning Communities (PLC) collaboration for data analysis;</li> <li>– Occasionally developing and supporting others in formulating action</li> </ul>	<p><b>Assistant principal <u>does not</u> utilize data by:</b></p> <ul style="list-style-type: none"> <li>– Rarely or never organizing efforts to analyze data;</li> <li>– Rarely or never applying data analysis to develop action plans.</li> </ul>

		– Monitoring the use of data in formulating action plans to identify areas where additional data is needed.		plans for implementation that are based on data analysis.	
--	--	---	--	---	--

## SUMMARY AND RATING

At the end of the year, evaluators may want to determine a final professional practice rating. **PLEASE NOTE: The rating described here only refers to professional practice and does not include school wide measures of student learning. Per Senate Bill 1, a summative evaluation rating for assistant principals must include measures of student learning. For the RISE model, the rating obtained here will feed into a larger calculation for the summative score which involves multiple measures of school wide data. Information regarding this scoring system for RISE will be released no later than January 31, 2012.**

The final professional practice rating for RISE will be calculated by the evaluator in a four step process:



- 1 Compile ratings and notes from multiple observations, drop-ins, 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. To aid in the collection of this evidence, corporations should consider through the process of establishing a regular bi-weekly walk through and monthly conferences between leaders and their evaluators. It is recommended that evaluators assess evidence mid-way through the year and then again at the end of the year.

- 2 Use professional judgment to establish final ratings for each competency.

After collecting evidence, the evaluator must assess where the assistant principal falls within each competency and use professional judgment to assign ratings. 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 leaders in different contexts and how leaders have evolved over the course of the year.

- 3 Use professional judgment to establish final ratings in Teacher Effectiveness and Leadership Actions

After collecting evidence, the evaluator must assess where the assistant principal falls within each in each of the two domains. The final, two domain ratings should reflect the body of evidence available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the leader, using evidence to support the final decision. At this point, each evaluator should have ratings in the two domains that range from 1 (Ineffective) to 4 (Highly Effective).

	D1:Teacher Effectiveness	D2: Leadership Actions
Final Rating	3 (E)	2 (IN)

4

Average two domain ratings into one final practice score.

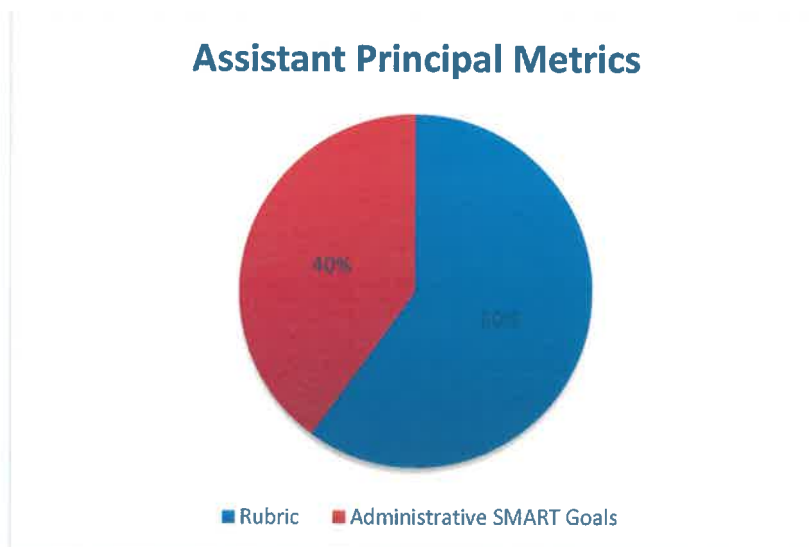
At this point, each of the two final domain ratings is averaged together to form one score.

**$3+2/2=2.5$  final practice score**

\* Remember the final practice score then feeds in to a larger calculation for an overall summative rating including school wide measures of student learning.

## FCS Assistant Principal Metrics and Summative Scoring

60% Leadership Outcomes, 40% Student Learning Data



### **LEADERSHIP OUTCOMES (60%):**

**FCS Assistant Principal Effectiveness Rubric (60%):** This score is obtained from the evaluation rating from the FCS Assistant Principal Effectiveness Rubric. The process for determining this is outlined in the rubric itself. It is weighted 60% of the assistant principal's comprehensive rating.

FCS Assistant Principal Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

### **STUDENT LEARNING DATA (40%):**

**Administrative SMART Goals (40%):** This is an opportunity for administrators to focus on student learning beyond state mandated assessments. This component allows an assistant principal to set two goals to suit local needs, focus on specific areas, or to emphasize growth if they are an underperforming school, etc. It is weighted 30% of the assistant principal's comprehensive rating.

The guidelines for Administrative SMART Goals are as follows:

1. Have two goals
2. Must be measurable
3. Must be collaboratively set by administrator and evaluator

4. May be district or school based
5. Must be based on student learning measures (student data)
6. Can be growth/improvement or achievement
7. May be based on whole school or subgroup populations

Some possible student learning data sources or areas an assistant principal may set goals around include: IREAD K-2, IREAD 3, LAS Links, IMAST, Acuity, mCLASS, common assessments in social studies or science, non state mandated assessments (NWEA, etc), AP data, the ACT suite of assessments, The College Board (SAT) suite of assessments, industry certification assessments, or graduation rate. Others may be used so long as they allow for guidelines 1-7 to be met.

Examples of data sources that aren't considered as "student learning" measures: attendance rates, discipline referral rates, survey results, or anything not based specifically on student academic achievement or growth.

The alignment for goal achievement, rating category, and points is as follows:

Expectation	Category	Points
Exceeds both goals	Highly Effective (HE)	4
Meets both goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets neither goal	Ineffective (IN)	1

#### Elementary /Middle School examples:

- At least 20 out of 35 English Learner students in grades 3-5 will increase one or more proficiency levels on the LAS links assessment.
- The bottom 25% of grade 6-8 students, based on last year's ISTEP+ scores, will increase their ISTEP ELA passing rates by 10%.
- 70% of K-2 students will score a proficient or above on IREADK-2.

#### HS examples:

- The graduation rate for the High School will raise at least 5%, reaching 80% graduation rate by the end of the school year.
- The number of students scoring a 3, 4, or 5 on any AP test will increase from 105 last year to 120 this year.
- The average score on the SAT tests taken from January through May by 10<sup>th</sup>-12<sup>th</sup> grade students will increase to 1175.
- The bottom 25% of 10<sup>th</sup> grade students will increase their average scores on the English 10 ECA by 10 points.
- Increase the number of 10<sup>th</sup>- 12<sup>th</sup> grade students gaining college credit in dual credit courses from 20 to 35 by the end of the school year.
- Increase the number of career and technical students gaining career-ready certificates from 15 to 30 by the end of the school year.



### Non-examples

- Increase the attendance rate at the High School from 75% to 85%.
- Reduce the number of average weekly referrals to the office from 36 to 20.

### ROLLING UP THE SCORE

	Raw Score	x	Weight	Score
Rubric Rating	3		0.60	1.8
Admin. SMART Goal(s) Rating	4		0.40	1.6
			Comprehensive Effectiveness Rating	3.4

### Scale

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

Note: Borderline points always round up.

# **Association of Indiana School Library Educators**

## **School Librarian Evaluation Rubric**



This document in its entirety is endorsed by the Association for Indiana School Library Educators (AISLE). Any changes must be approved by the local school administration and the Indiana Department of Education. Please contact Robyn Young ([rryoung@avon-schools.org](mailto:rryoung@avon-schools.org)) or Denise Keogh ([dkeogh@tcsc.k12.in.us](mailto:dkeogh@tcsc.k12.in.us)) for questions specific to this rubric.

It is recommended that this evaluation tool be used at the school library where the majority of the librarian's time is spent.

AISLE School Librarian Evaluation Rubric  
**Allowable Modifications to the School Librarian Evaluation Rubric**

It is recommended that this document be used in its entirety as it is best practice for a school librarian. The following minor edits do not require permission from AISLE:

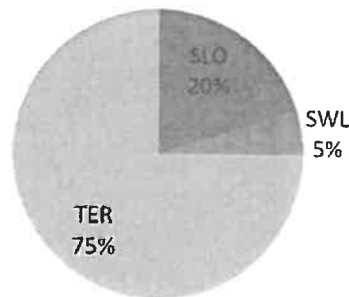
- Use of the rubric with all domains and competencies
- Addition of competencies
- Notes added to clarify the domains or competencies

The rubric should not be changed to fit the current job description of the school librarian, but the rubric should be followed as an example of best practice in the field of school librarians.

Expected levels of Competency – Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools; however, no Domain may fall below 25%.

Domain 1	30%
Domain 2	40 %
Domain 3	30%

It is expected that School Librarians will follow the percentages of the Group 3 teachers with no growth model classes posted in the original RISE document; however, this may be changed within each school corporation if the SLO is not used.



TER=Teacher Effectiveness Rubric (School Librarian Rubric)  
SLO=Student Learning Objective  
SWL=School-Wide Learning Measure

## AISLE School Librarian Evaluation Rubric

### SLO Options for School Librarians

From the Indiana Department of Education:

Under the Indiana evaluation law (Indiana Code 20-28-11.5), which governs all certificated employee evaluations, *no one is required to use SLOs*. What *is required* is that objective measures of student achievement must *significantly inform* the evaluation of each certificated employee. The law does not define “significant”, and local school corporations need to define what “significant” looks like in the summative evaluation metrics for their employees.

In RISE, which is the optional state model for teacher evaluation, classroom teachers are required to set SLOs. Please note, the RISE teacher evaluation and development system was really designed to evaluate classroom teachers, and not specifically designed to evaluate other professionals in the schools who are not specifically assigned students. You can choose to use or modify RISE with other employees, but you can also choose to use other rubrics, student learning measures, summative metrics, etc. with your non-teacher employees (as long as the evaluation complies with law), and you’re still considered a RISE school for teacher evaluations.

SLOs were designed to be the mechanism through which objective measures of student achievement can be captured for those teachers without mandatory state assessment data coming back to them. We would encourage the use of SLOs with any certificated employee whose responsibilities include direct work with students that would impact student learning and achievement. For school librarians, you might consider setting two Targeted objectives, or utilizing the administrative SLO format described in the RISE principal evaluation documents. Those SLO formats seem to “fit” better with school librarians than the “one Class and one Targeted” SLO format.

If, however, a certificated employee truly doesn’t do any work that can be tied directly back to student learning and data, they are not required to set an SLO. In these cases, we would encourage you to carefully consider how you will include objective measures of student learning for that employee, and what “significant” means for them. For example, you might consider how to weight a school-wide learning measure (A-F grade) for those employees. You also might consider asking these employees to set SMART goals around the work for which they’re responsible, even if the end measurement isn’t a student learning measure.

## AISLE School Librarian Evaluation Rubric

***The School Librarian Evaluation Rubric is an extremely effective measure of performance by a school librarian. It is required that all domains be used.***

To measure a librarian's effect on student learning, a variety of scenarios may occur:

- As the evaluation rubric is comprehensive, the principal may choose to use the evaluation rubric as 95% of the evaluation, with 5% coming from the school-wide measure of student learning and not complete an SLO as measures of learning are built into the evaluation rubric.
- If a librarian consistently collaborates with a classroom teacher on a project, the student learning on that project may be used as a measure of evaluation for the school librarian.
- If a school librarian has students assigned to him/her and are responsible for providing grades for the students, that group of students may be used for the SLO.

Any of these options may be used, but the school librarian should not focus on a contrived set of goals in order to meet the SLO. It should be a part of the regular job responsibilities of the school librarian (i.e. librarians should not be teaching a science class just to make an SLO).

### AISLE School Librarian Evaluation Rubric

School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Demonstrating knowledge of literature and current trends in library practice and information technology</b>	<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p>- Librarian reads journals to learn about current trends.</p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>
	<p>Notes 1.1</p> <p>1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals.</p> <p>2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.</p>				

### AISLE School Librarian Evaluation Rubric

#### Level of Performance

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	<b>Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served</b>	<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p>	<p>School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p><i>- The goal for the program is established by not communicated with appropriate stakeholders.</i></p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>
	<p>Notes 1.2</p> <p>1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.</p>				
1.3	<b>Demonstrating knowledge of resources, both within and beyond the school and district</b>	<p>School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p>	<p>School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>	<p>School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.</p>
	<p>Notes 1.3</p> <p>1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.</p>				

### AISLE School Librarian Evaluation Rubric

#### Level of Performance

Competencies		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>Developing and implementing a plan to evaluate the library program</b>	School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.	School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
Notes 1.4		1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.			
1.5	<b>Establishing a culture for investigation and love of literature</b>	In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6	<b>Establishing and maintaining library procedures</b>	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.



### AISLE School Librarian Evaluation Rubric

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	<b>Organize physical space to enable smooth flow</b>	School librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.
	<b>Notes 1.7</b> 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.				
1.8	<b>Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations</b>	School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.
	<b>Notes 1.8</b> 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.				

## AISLE School Librarian Evaluation Rubric

### Domain 2: Effective Instruction

Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

*For Competencies 2.2 through 2.5, in order to be highly effective, each competency says that the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under effective may not be shown in one observation, but should be shown throughout the observation cycle.*

Level of Performance					
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	<b>Creating an environment conducive to learning</b>	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

### AISLE School Librarian Evaluation Rubric

2.2	<b>Demonstrate and Clearly Communicate Content Knowledge to Students</b>	<p>School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others' learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<p>School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct</p> <ul style="list-style-type: none"> <li>- Content is clear, concise and well-organized</li> <li>- Librarian restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Librarian emphasizes key points or main ideas in content</li> <li>- Librarian uses developmentally appropriate language and explanations</li> <li>- Librarian implements relevant instructional strategies learned via professional development</li> </ul>	<p>School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct</p> <ul style="list-style-type: none"> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Librarian may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Librarian does not always implement new and improved instructional strategies learned via professional development</li> </ul>	<p>School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.</p> <ul style="list-style-type: none"> <li>- Librarian may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Librarian continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Librarian does not emphasize main ideas, and students are often confused about content</li> <li>- Librarian fails to use developmentally appropriate language</li> </ul>
	<p>Notes 2.2</p> <p>1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.</p>				

### AISLE School Librarian Evaluation Rubric

2.3	<b>Engage Students in Academic Content</b>	<p>Librarian is highly effective at engaging students in academic content</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</p> <ul style="list-style-type: none"> <li>- Librarian provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Librarian provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Librarian effectively integrates technology as a tool to engage students in academic content</li> </ul>	<p>Librarian is effective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- More than 3/4 of students are actively engaged in content at all times and not off-task</li> <li>- Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Librarian sustains the attention of the class by maintaining a dynamic presence</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<p>Librarian needs improvement at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Librarian may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<p>Librarian is ineffective at engaging students in academic content</p> <ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Librarian does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> </ul>
-----	--	--	---	---	---

### AISLE School Librarian Evaluation Rubric

#### Notes 2.3

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

### AISLE School Librarian Evaluation Rubric

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



### AISLE School Librarian Evaluation Rubric

2.6	<b>Maximize Instructional Time</b>	<p>School librarian is highly effective at maximizing instructional time.</p> <p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <ul style="list-style-type: none"> <li>- All students are on-task and follow instructions of Librarian without much prompting</li> </ul>	<p>School librarian is effective at maximizing instructional time.</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed.</li> <li>- Almost all students are on-task and follow instructions of librarian without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</li> </ul>	<p>School librarian needs improvement at maximizing instructional time.</p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are in place.</li> <li>- Significant prompting from the librarian is necessary for students to follow instructions and remain on-task</li> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem</li> </ul>	<p>School librarian is ineffective at maximizing instructional time.</p> <ul style="list-style-type: none"> <li>- There are few or no evident routines or procedures in place.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</li> <li>- Classroom management is generally poor and wastes instructional time</li> </ul>
2.7	<b>Assisting students in the use of technology in the Media Center</b>	School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.
<p>Notes 2.7</p> <ol style="list-style-type: none"> <li>1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.</li> <li>2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.</li> </ol>					
2.8	<b>Collaborating with teachers in the design of instructional units and lessons</b>	School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.



### AISLE School Librarian Evaluation Rubric

2.9	<b>Engaging students in enjoying literature and in learning multiple literacy skills</b>	Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.
-----	--	--	---	---	--

# AISLE School Librarian Evaluation Rubric

## Domain 3: Leadership

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

		Level of Performance			
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	Contribute to school culture	School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
Notes 3.1		1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life.			
3.2	Collaborate with Peers	School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
Notes 3.2		1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty.			
3.3	Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

### AISLE School Librarian Evaluation Rubric

3.4	<b>Advocate for Student Success</b>	School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5	<b>Preparing and submitting reports and budgets</b>	School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6	<b>Communicating with the larger community</b>	School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.
3.7	<b>Participating in a professional community</b>	School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
3.8	<b>Seek professional skills and knowledge</b>	School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

### AISLE School Librarian Evaluation Rubric

Notes 3.8

1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.

## AISLE School Librarian Evaluation Rubric

### Domain 4: Core Professionalism

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

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

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

1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.
2. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.
3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

## AISLE School Librarian Evaluation Rubric

### Works Cited

Danielson, Charlotte. *Enhancing professional practice: a framework for teaching*. 2nd ed. Alexandria, Va.: Association for Supervision and Curriculum Development, 2007. Print.

*Empowering learners: guidelines for school library media programs*. Chicago, Ill.: American Association of School Librarians, 2009. Print.

RISE INDIANA. N.p., n.d. Web. 12 Jan. 2012. <<http://www.riseindiana.org>>.



## FCS Superintendent Effectiveness Rubric

Board Approved: October 8, 2012

## 1.0 Human Capital Manager

The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 <b>The superintendent effectively recruits, hires, assigns, and retains school leaders.</b>	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The superintendent rarely considers an administrator's effectiveness when recruiting, hiring, or assigning, or retaining the leader.</p> <p>The superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2 <b>The superintendent creates a professional development system for school leaders based on proficiencies and needs.</b>	<p>The superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>
1.3 <b>The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>	<p>The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p>	<p>The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the superintendent's direction are unable or unwilling to assume added responsibilities.</p>



Indicator	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>The superintendent provides evidence of delegation and trust in subordinate leaders.</b>	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
1.5	<b>The superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b>	<p>The superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the superintendent and administrative team can cite examples of where feedback is used to improve individual corporation performance.</p>	<p>The superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

## 2.0 Instructional Leadership

The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	<b>The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b>	<p>The superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The superintendent is unaware of or indifferent to the data.</p>
2.2	<b>The superintendent demonstrates evidence of student improvement through student achievement results.</b>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the superintendent highlights the needs, creates effective interventions, and reports improved results.</p>	<p>The superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvement necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The superintendent does not believe that student achievement can improve.</p> <p>The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	<b>The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	<p>The superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	The superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

### 3.0 Personal Behavior

The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	<b>The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.</b>	The superintendent is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community.	On a regular basis the superintendent has displayed appropriate and professional responses to members of the school community.	Occasionally the superintendent has not responded to school community members with acceptable levels of professionalism.	The superintendent does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community.
3.2	<b>The superintendent organizes time and projects for effective leadership.</b>	<p>Personal organization allows the superintendent to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The superintendent applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the superintendent.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>

## 4.0 Building Relationships

The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<p>4.1</p> <p><b>The superintendent demonstrates effective communication with parents and community.</b></p>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>The superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the superintendent.</p>	<p>The superintendent does not identify groups and potential partners within the community.</p> <p>The superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>
<p>4.2</p> <p><b>The superintendent forges consensus for change and improvement throughout the school corporation</b></p>	<p>The superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3 <b>The superintendent understands the role of the superintendent in engaging the public in controversial issues.</b>	<p>The superintendent consistently employs a variety of strategies to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent consistently encourages open dialogue, considers diverse points of view, and empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a non-confrontational approach to resolve conflicts and forge consensus within the school corporation community in a constructive and respectful manner.</p> <p>The superintendent frequently encourages open dialogue, considers diverse points of view, and often empowers and supports administrators in utilizing these conflict resolution strategies.</p>	<p>The superintendent employs a limited number of strategies to resolve conflicts and forge consensus within the school corporation community with varying degrees of success.</p>	<p>The superintendent does not respond to conflict in a solution-oriented and/or respectful manner and attempts at consensus building around critical decisions are unsuccessful.</p>
4.4 <b>The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.</b>	<p>The superintendent communicates with all school members routinely, using a variety of mechanisms, such as weekly notes, up-dates, and telephone calls.</p>	<p>The superintendent communicates with all school board members periodically.</p>	<p>The superintendent communicates with selected school board members when needed.</p>	<p>The superintendent has little communication with the school board outside of meetings.</p>
4.5 <b>The superintendent encourages open communication and dialogue with school board members.</b>	<p>The superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>
4.6 <b>The superintendent provides the school board with a written agenda and background material before each board meeting.</b>	<p>The superintendent creates an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.</p>	<p>The superintendent creates an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.</p>	<p>The superintendent creates an agenda that occasionally includes items related to student achievement and provides0 limited background material.</p>	<p>The superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

## 5.0 Culture of Achievement

The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1 <b>The superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b>	<p>The superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>
5.2 <b>The superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>	<p>The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the superintendent and the board.</p>	<p>The superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the superintendent.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3 <b>The superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
5.4 <b>The superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b>	The superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

## 6.0 Organizational, Operational, and Resource Management

The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.1 <b>The superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporations, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and traditions.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the superintendent or based on what is popular.</p>
6.2 <b>The superintendent demonstrates personal proficiency in technology implementation and utilization.</b>	<p>The superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The superintendent serves as a model for technology implementation.</p>	<p>The superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the superintendent taking a personal initiative to learn new technology.</p>



Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
6.3 <b>The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).</b>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Staff members have a working knowledge of procedures.</p> <p>The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p> <p>Monitoring steps are in place to measure operation efficiencies.</p>	<p>The superintendent ensures there are procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>Periodic review of these procedures is in place.</p> <p>The superintendent provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services.</p>	<p>The superintendent has limited or no procedures in place to address the safety of students and staff in the event of a disaster.</p> <p>The superintendent pays little or no attention to the oversight of the safe and efficient operation of the corporation.</p>
6.4 <b>The superintendent provides responsible fiscal stewardship.</b>	<p>The superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	<p>The superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p>	<p>The superintendent lacks proficiency in using budget to focus resources on strategic priorities.</p>	<p>The superintendent has little proficiency in sound budgetary practices.</p>
6.5 <b>The superintendent demonstrates compliance with legal requirements.</b>	<p>The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.</p>	<p>The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.</p>	<p>The superintendent is not respectful of legal standards and/or board policy requirements.</p>	<p>The superintendent is unaware of the legal standards and board policy requirements.</p>

## APPENDIX D

### 1.0 Human Capital Manager

School district superintendents use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 2.0 Instructional Leadership

School district superintendents acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 3.0 Personal Behavior

School district superintendents model personal behaviors that set the tone for all student and adult relationships in the district.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 4.0 Building Relationships

School district superintendents build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 5.0 Culture of Achievement

School District superintendents develop a district wide culture of achievement aligned to the district's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 6.0 Organizational, Operational, and Resource Management

The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

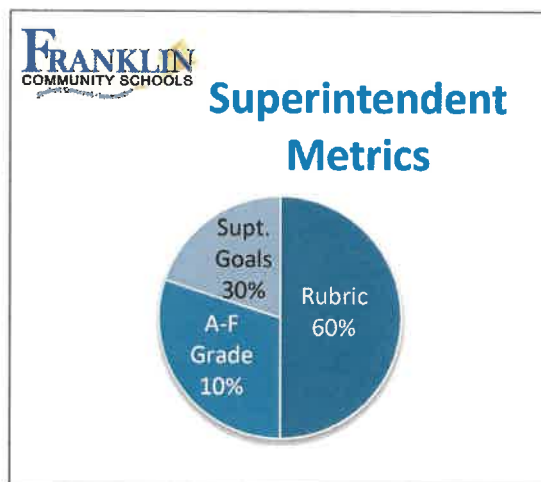
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
6.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### Superintendents Goals/Objectives

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## FCS Superintendent Metrics and Summative Scoring

60% Leadership Outcomes, 40% Student Learning Data



### **LEADERSHIP OUTCOMES (60%):**

**FCS Superintendent Effectiveness Rubric (60%):** This score is obtained from the evaluation rating from the ISBA/IAPSS Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 60% of the superintendent's comprehensive rating.

FCS Superintendent Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

### **STUDENT LEARNING DATA (40%):**

**A-F Accountability Grade (10%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 10% of the superintendent's comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2

D or F	Ineffective (IN)	1
--------	------------------	---

**Superintendent Goals/Objectives (30%):** This is an opportunity superintendents to focus on individual goals/objectives mutually identified by the superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 30% of the superintendent's comprehensive rating in this example.

The guidelines for Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
Exceeds all goals	Highly Effective (HE)	4
Meets all goals, may exceed one	Effective (E)	3
Meets only one goal	Improvement Necessary (I)	2
Meets no goals	Ineffective (IN)	1

#### **COMPUTING THE SCORE:**

	Raw Score	x	Weight	Score
Rubric Rating	3		0.60	1.8
+ A-F Accountability A-F Grade	4		0.10	.4
+ Superintendent Goals/Objective Rating	4		0.30	1.2
			<b>Comprehensive Effectiveness Rating</b>	<b>3.4</b>

#### **Scale**

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

Note: Borderline points always round up.



# FCS Assistant Superintendent Effectiveness Rubric

Board Approved: August 12, 2013

## 1.0 Human Capital Manager

The assistant superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1 <b>The assistant superintendent collaborates effectively in recruiting, hiring, assigning, and retaining school leaders.</b>	<p>The assistant superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader and monitors the effectiveness of the personnel process utilized throughout the school corporation.</p> <p>The assistant superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The assistant superintendent consistently considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The assistant superintendent consistently considers school or corporation goals when making personnel decisions.</p>	<p>The assistant superintendent occasionally considers an administrator's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader.</p> <p>The assistant superintendent occasionally considers school or corporation goals when making personnel decisions.</p>	<p>The assistant superintendent rarely considers an administrator's effectiveness when recruiting, hiring, or assigning, or retaining the leader.</p> <p>The assistant superintendent does not consider school or corporation goals when making personnel decisions.</p>
1.2 <b>The assistant superintendent effectively collaborates to create a professional development system for school leaders based on proficiencies and needs.</b>	<p>The assistant superintendent has developed a system of job-embedded professional development that differentiates training and implementation based on individual administrator needs.</p> <p>The assistant superintendent uses data from performance evaluations to assess proficiencies and identify priority needs to support and retain effective administrators.</p>	<p>Some effort has been made to differentiate and embed professional development to meet the needs of individual administrators.</p>	<p>The assistant superintendent is aware of the differentiated needs of administrators, but professional development is only embedded in meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual administrator needs.</p>
1.3 <b>The assistant superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.</b>	<p>The assistant superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.</p>	<p>The assistant superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role or at an administrative level, with positive results.</p>	<p>The assistant superintendent has provided some training to an emerging school leader or administrator, who has the potential to independently assume a leadership role.</p>	<p>There is no evidence of effort to develop any leadership skills in others.</p> <p>Persons under the assistant superintendent's direction are unable or unwilling to assume added responsibilities.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4 <b>The assistant superintendent provides evidence of delegation and trust in subordinate leaders.</b>	<p>Employees throughout the corporation are empowered in formal and informal ways.</p> <p>Instructional personnel participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in the school corporation contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school corporation.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and corporation business.</p>	<p>The assistant superintendent sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The assistant superintendent does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>
1.5 <b>The assistant superintendent provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.</b>	<p>The assistant superintendent uses a variety of creative ways to provide positive and corrective feedback to the administrative team.</p> <p>The entire corporation reflects the superintendent's focus on accurate, timely, and specific recognition.</p> <p>The assistant superintendent balances individual recognition with team and corporation-wide recognition.</p> <p>Corrective and positive feedback is linked to corporation goals and both the assistant superintendent and administrative team can cite examples of where feedback is used to improve individual corporation performance.</p>	<p>The assistant superintendent provides formal feedback to the administrative team that is consistent with the corporation's personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of the administrative team.</p>	<p>The assistant superintendent adheres to the corporation's personnel policies in providing formal feedback to the administrative team, although the feedback is just beginning to provide details that improve corporation performance.</p>	<p>Formal feedback to the administrative team is nonspecific.</p> <p>Informal feedback to the administrative team is rare, nonspecific, and not constructive.</p>

## 2.0 Instructional Leadership

The assistant superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1 <b>The assistant superintendent demonstrates the use of student achievement data to make instructional leadership decisions.</b>	<p>The assistant superintendent can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The assistant superintendent has coached school administrators to improve their data analysis skills.</p>	<p>The assistant superintendent uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data.</p> <p>The assistant superintendent systematically examines data at the subscale level to find strengths and challenges.</p> <p>The assistant superintendent empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The assistant superintendent is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The assistant superintendent is unaware of or indifferent to the data.</p>
2.2 <b>The assistant superintendent demonstrates evidence of student improvement through student achievement results.</b>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the assistant superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the assistant superintendent highlights the needs, creates effective interventions, and reports improved results.</p>	<p>The assistant superintendent reaches the targeted performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students that has previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvement necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the superintendent blames students, families, and external characteristics.</p> <p>The assistant superintendent does not believe that student achievement can improve.</p> <p>The assistant superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>



	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	<b>The assistant superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.</b>	<p>The assistant superintendent has a very open and support seeking attitude towards all stakeholders in the school corporation in regards to matters related to the improvement in student achievement.</p> <p>The assistant superintendent regularly surveys staff and other school community groups in this area regarding their views.</p>	The assistant superintendent frequently seeks input from various stakeholders in matters related to the improvement in student achievement.	The assistant superintendent rarely seeks and solicits feedback in matters related to the improvement in student achievement.	The assistant superintendent is perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement.

### 3.0 Building Relationships

The assistant superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

	Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.1	<b>The assistant superintendent demonstrates effective communication with parents and community.</b>	<p>There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> <p>The assistant superintendent uses relationships and school/community partnerships to affect community-wide change that improves both the community and work of the school corporation.</p> <p>The assistant superintendent manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan of the school corporation.</p>	<p>The assistant superintendent assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives).</p> <p>The assistant superintendent actively and effectively develops community trust in the school corporation through individual parent contact, speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches.</p> <p>The assistant superintendent seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.</p>	<p>The assistant superintendent occasionally participates in local organizations but does not assume a leadership role in furthering communications.</p> <p>Initiative for communication more regularly comes from outside entities and not from the assistant superintendent.</p>	<p>The assistant superintendent does not identify groups and potential partners within the community.</p> <p>The assistant superintendent fails to ensure that all parental and community involvement activities honor the cultures and traditions of the local community.</p> <p>The assistant superintendent fails to interact with parents and community groups that have a critical role in developing support for the school corporation.</p>

3.2	<b>The assistant superintendent forges consensus for change and improvement throughout the school corporation</b>	<p>The assistant superintendent uses effective strategies to achieve a consensus for change and improvement.</p> <p>Guides others through change and addresses resistance to that change.</p> <p>Systemically monitors, implements and sustains the success of strategies for change.</p>	<p>The assistant superintendent uses effective strategies to work toward a consensus for change and improvement.</p> <p>Directs change and improvement processes by identifying and securing the systems and allies necessary to support the process.</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement.</p>	<p>The assistant superintendent occasionally identifies areas where consensus is necessary.</p> <p>Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement.</p> <p>Asks for feedback from stakeholders but is not yet successful in securing cooperation.</p>	<p>The assistant superintendent fails to forge consensus for change.</p> <p>Fails to identify areas in which agreement and/or consensus is necessary.</p> <p>Rarely or never directs or develops a process for change and/or improvement.</p> <p>Rarely or never seeks feedback or secures cooperation and makes unilateral decisions.</p>
3.3	<b>The assistant superintendent maintains open communication and dialogue with school board members.</b>	<p>The assistant superintendent has created an environment where input feedback and from all school board members is both sought and encouraged.</p> <p>The assistant superintendent engages in open discussion with the school board on a consistent basis.</p>	<p>The assistant superintendent seeks input and feedback from all school board members on a frequent basis.</p>	<p>The assistant superintendent seeks input and feedback from only a few school board members and usually to garner support for decisions made by the superintendent.</p>	<p>The assistant superintendent rarely seeks input from the school board and tends to make unilateral decisions.</p>
3.4	<b>The assistant superintendent contributes to developing the agenda and background material before each board meeting.</b>	<p>The assistant superintendent contributes to create an agenda that prioritizes items related to student achievement and provides complete and thorough background material so that the board can make an informed decision.</p>	<p>The assistant superintendent contributes to create an agenda that routinely focuses on student achievement issues and provides enough background material to allow the board to make an informed decision.</p>	<p>The assistant superintendent creates an agenda that occasionally includes items related to student achievement and provides0 limited background material.</p>	<p>The assistant superintendent creates an agenda that focuses only on operational matters and provides insufficient background material.</p>

## 4.0 Culture of Achievement

The assistant superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 <b>The assistant superintendent empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.</b>	<p>The assistant superintendent leads and involves the administrative team in a comprehensive annual analysis of school and corporation performance.</p> <p>Multiple data sources are utilized to analyze corporation and schools' strengths and weaknesses and a collaborative process is used to develop focused and results-oriented goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The assistant superintendent guides the administrative team in an annual analysis of school and corporation performance.</p> <p>Data sources are utilized to analyze the corporation and schools' strengths and weaknesses and a collaborative process is used to develop measurable goals.</p> <p>Clear expectations are established and administrators and educators are provided differentiated resources and support to disaggregate data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The assistant superintendent requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Goals are established that may not be focused or measurable.</p> <p>General expectations are established and limited resources and occasional supports are provided to support the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>	<p>The assistant superintendent does not work with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses.</p> <p>Limited data is available and a lack of goal-setting is evident throughout the corporation.</p> <p>The assistant superintendent does not establish clear expectations or provide the necessary support for the disaggregation of data and to assist in identifying and meeting each student's academic, social, emotional, and behavioral needs.</p>
4.2 <b>The assistant superintendent establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.</b>	<p>The assistant superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities that have been established by the assistant superintendent and approved by the school board.</p> <p>The monitoring of goals and regular revising and updating of such plans is an ongoing process conducted by the assistant superintendent and the board.</p>	<p>The assistant superintendent has presented goals for board approval that clearly articulate the academic rigor and academic priorities of the corporations program.</p> <p>Approved goals are shared and available for the entire community.</p>	<p>The assistant superintendent has occasionally made some reference to academic goals and school improvement priorities, but there are no established written goals or formats for academic rigor or improvement approved by the board.</p>	<p>The employees of the school corporation and the school community are unaware of the school corporation academic goals and priorities and there is no apparent and definitive academic direction established by the assistant superintendent.</p>

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.3 <b>The assistant superintendent ensures that all students have full and equitable access to educational programs, curricula, and available supports.</b>	The assistant superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs.	The assistant superintendent establishes clear expectations and provides resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs.	The assistant superintendent establishes general expectations and resources are limited to students who are struggling academically or behaviorally.	The assistant superintendent does not set expectations and resources are not allocated on the basis of any identified needs of students.
4.4 <b>The assistant superintendent guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning.</b>	The assistant superintendent sets clear expectations and provides resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home.	The assistant superintendent sets clear expectations and provides support for administrators to regularly engage families in supporting their children's learning at school and home.	The assistant superintendent sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and home.	The assistant superintendent does not set expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at school and home.

## 5.0 Organizational, Operational, and Resource Management

The assistant superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.1 <b>The assistant superintendent employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</b>	<p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The assistant superintendent can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, corporations, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and corporation student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and traditions.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the assistant superintendent or based on what is popular.</p>
5.2 <b>The assistant superintendent demonstrates personal proficiency in technology implementation and utilization.</b>	<p>The assistant superintendent creates new opportunities for technological learning and empowers the administrative team to use new technology initiatives.</p> <p>The assistant superintendent serves as a model for technology implementation.</p>	<p>The assistant superintendent personally uses email, word processing, spreadsheets, presentation software, and other software such as student data management systems.</p> <p>The assistant superintendent utilizes technology within his/her daily responsibilities.</p>	<p>The assistant superintendent has mastered some, but not all, software required for proficient performance.</p> <p>The assistant superintendent takes the initiative to learn new technology but rarely becomes proficient in its use.</p>	<p>The assistant superintendent has limited literacy with technology.</p> <p>There is little or no evidence of the assistant superintendent taking a personal initiative to learn new technology.</p>

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
5.3	<b>The assistant superintendent demonstrates responsible fiscal stewardship.</b>	<p>The assistant superintendent regularly saves fiscal resources for the corporation and reallocates those resources to help the corporation achieve its strategic priorities.</p> <p>Results indicate the positive impact of reallocated resources in achieving strategic priorities.</p> <p>The assistant superintendent has established processes to increase fiscal resources, e.g., grants, donations, and community resources.</p>	The assistant superintendent leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.	The assistant superintendent lacks proficiency in using budget to focus resources on strategic priorities.	The assistant superintendent has little proficiency in sound budgetary practices.
5.4	<b>The assistant superintendent demonstrates compliance with legal requirements.</b>	The assistant superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The assistant superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements.	The assistant superintendent is not respectful of legal standards and/or board policy requirements.	The assistant superintendent is unaware of the legal standards and board policy requirements.

## APPENDIX D

### 1.0 Human Capital Manager

School district superintendents use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 2.0 Instructional Leadership

School district superintendents acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 3.0 Building Relationships

School district superintendents build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
3.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 4.0 Culture of Achievement

School District superintendents develop a district wide culture of achievement aligned to the district's vision of success for every student.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### 5.0 Organizational, Operational, and Resource Management

The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.

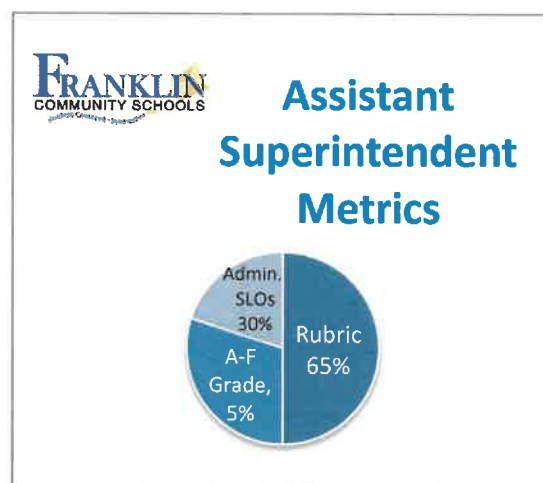
Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Score					

### Superintendents Goals/Objectives

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Category Score
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## FCS Assistant Superintendent Metrics and Summative Scoring

65% Leadership Outcomes, 35% Student Learning Data



### **LEADERSHIP OUTCOMES (65%):**

**FCS Assistant Superintendent Effectiveness Rubric (65%):** This score is obtained from the evaluation rating from the ISBA/IAPSS Assistant Superintendent Evaluation Rubric. The process for determining this is outlined in the rubric itself. In this example, it is weighted at 65% of the assistant superintendent's comprehensive rating.

FCS Assistant Superintendent Effectiveness Rubric	Category	Points
	Highly Effective (HE)	4
	Effective (E)	3
	Improvement Necessary (I)	2
	Ineffective (IN)	1

### **STUDENT LEARNING DATA (35%):**

**A-F Accountability Grade (5%):** The A-F Accountability Grade is obtained through its own rating process that incorporates growth and achievement. This rating is available through IDOE in August of each year to include in the evaluation. It is weighted at 5% of the assistant superintendent's comprehensive rating in this example.

A-F Grade	Category	Points
A	Highly Effective (HE)	4
B	Effective (E)	3
C	Improvement Necessary (I)	2
D or F	Ineffective (IN)	1



**Assistant Superintendent Goals/Objectives (30%):** This is an opportunity for assistant superintendents to focus on individual goals/objectives mutually identified by the assistant superintendent and school board that address local needs, focus on specific areas of school administration, or that emphasize areas of personal growth and performance. It is weighted at 30% of the assistant superintendent's comprehensive rating in this example.

The guidelines for Assistant Superintendent Goals/Objectives are as follows:

1. Must be collaboratively set by assistant superintendent and school board
2. Must be measurable
3. Must represent a minimum of two goals
4. May be corporation or school-based
5. Can be reflective of personal growth or achievement

Expectation	Category	Points
<b>Exceeds all goals</b>	Highly Effective (HE)	4
<b>Meets all goals, may exceed one</b>	Effective (E)	3
<b>Meets only one goal</b>	Improvement Necessary (I)	2
<b>Meets no goals</b>	Ineffective (IN)	1

#### **COMPUTING THE SCORE:**

	Raw Score	x	Weight	Score
Rubric Rating	3		0.65	1.95
+ A-F Accountability A-F Grade	4		0.05	.2
+ Assistant Superintendent Goals/Objective Rating	4		0.30	1.2
			<b>Comprehensive Effectiveness Rating</b>	<b>3.35</b>

#### **Scale**

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

Note: Borderline points always round up.



Annual School Psychologist Evaluation Plan  
2024-2025

## FCS BELIEFS REGARDING TEACHING & LEARNING

We believe that in a safe and nurturing environment, students:

- learn at different rates and in different ways
- learn more effectively while actively engaged
- develop positive relationships with adults and peers

Furthermore, in regard to teaching and learning we believe that:

- Teachers are responsible for providing each student with rigorous and relevant instruction.
- Student learning should be measured in multiple ways.
- Teachers should use student assessment data to make informed instructional decisions.
- Teachers are responsible for working collaboratively with colleagues, students, parents, and the community to build productive relationships.
- Teachers should stay current with and implement best practices.
- Teachers and students are responsible for collaborating to establish high expectations and learning goals.

## FCS INSTRUCTIONAL MODEL

### Franklin Community Schools Great Instruction

#### Includes:

- Learner-Centered Culture
- Clear Learning Objectives
- Teaching and Modeling
- Guided Practice
- Formative Assessment
- Adjustment to Instruction
- Independent Practice



- Learner-Centered Culture
- Clear Learning Objectives

The following may occur in a non-linear fashion.

- Teaching/Modeling
- Guided Practice
- Formative Assessments (Checks for understanding)
- Adjustment to Instruction
- Independent Practice

## **CRITICAL QUESTIONS THAT GUIDE OUR INSTRUCTIONAL DECISIONS**

1. What do we want all students to know?
2. How will we know when they know?
3. What will we do when they don't know?
4. What will we do when they do know?

## **FCS ANNUAL SCHOOL PSYCHOLOGIST EVALUATION PROCESS**

### **Evaluation Process Components**

- **Mid-Point Conversation (November - January):** Evaluators will schedule mid-point conversations with certified staff to reflect collectively on the fall semester and to co-plan for the upcoming semester. Samples topics might include the following:
  - Evaluation practices (Celebrations and Opportunities for Improvement)
  - Individual growth opportunities for the rest of the year
    - Adjustments to evaluation practices
    - Requests for support or professional development
    - Opportunities for improvement
    - Celebrations
  - Mid-point self-assessment and evaluator feedback
    - How can the administrator help you continue movement toward your goals during the next semester?
- Regular documented **observations** as determined by years of service and performance in prior years (See the following section)
  - Observations will occur during staffings and case conferences
  - Observations will be a **minimum** of 10 minutes each.
    - Improvement plans may dictate other observational patterns (e.g. longer observations (30-50 minutes), more frequent observations).
  - School Psychologists will have one “pass” on an observation for extenuating circumstances. This “pass” must occur at the beginning of the observation.
- **PLC Engagement** as measured by the included rubric, which includes data cycles
- **Summative Conversation (May 1 - August 31):** Evaluators will schedule summative conversations at the end of the year or at the beginning of the following year to discuss overall evaluation results, including professional expectations and school psychologist reflections about the year and goals for the upcoming year.

## Observation Quantity, Type, & Timeline

Critical to the annual evaluation process is an understanding of the difference between an **observation** and an **evaluation**. An **observation** is a source of data in the overall evaluation plan. An **observation** is a classroom visit, an event - formal or informal, announced or unannounced. The **evaluation** is a summative process incorporating classroom observations and ~~walkthroughs~~, PLC expectations, and professional expectations. Assigned evaluators have autonomy over final evaluation results.

### First and Second Year School Psychologists at FCS

- Administrators will conduct a **minimum** of four (4) observations (minimum of 10 min.) per year for 1st and 2nd year teachers at FCS.
  - At least 2 observations will be completed prior to the Mid-Point Conversation
  - A school psychologist or evaluator may determine that additional observations need to occur.

### School Psychologists with two or more years of experience at FCS and rated “Highly Effective” or “Effective” in the prior year

- Administrators will conduct a minimum of two (2) observations (minimum of 10 min.) per year. At least 1 observation will be completed prior to the Mid-Point Conversation
  - A teacher or evaluator may determine that additional observations need to occur.

### School Psychologists who have been rated “Ineffective” or “Improvement Needed” in the prior year

- Administrators will meet with school psychologists regarding Improvement Plans. Individual plans will dictate the frequency and length of observations.

## Follow-up, Improvement, and Communication

### Process for School Psychologist Feedback

- The evaluator will provide a copy of any observation within five school days.
- Email/written/face-to-face communication is required after all observations.
- Face-to-face dialogue is required at the Mid-Point Conversation (November - January) and the Summative Conversation (May - August) of the annual evaluation process.
- Feedback will include identified strengths and areas for improvement
- An Improvement Plan may be implemented at any time as deemed necessary by the evaluator

- Summative evaluation and documented feedback will be provided to school psychologists within seven school days from the completion of the evaluation.
- Based on observation outcomes, administrators will utilize instructional coaches/peer mentors for professional development.

School Psychologists rated “Ineffective” or “Needs Improvement”: Plans for Improvement

School Psychologists rated as “Ineffective” or “Needs Improvement” will be placed on a Professional Improvement Plan (see attached template). The plan cannot be more than 90 school days in length and will include professional growth activities that will be used toward the employee’s license renewal. However, the plan can be renewed if sufficient progress is not being made.

A School Psychologist who receives a rating of “Ineffective” may file a request for a private conference with the superintendent or the superintendent’s designee not later than five (5) days after receiving notice that the teacher received a rating of “Ineffective.” It is the responsibility of the teacher to contact the superintendent or the superintendent’s designee to arrange for a private conference.

**WEIGHTING AND RATING PROCESS**

Item	Weight	Rating
School Psychologist Observation Rubric	80%	Rate using 4, 3, 2, 1
PLC Expectations Rubric	20%	Rate using 4, 3, 2, 1

#### DOMAIN 4: CORE PROFESSIONALISM -

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. School Psychologists are expected to meet these standards. If they do not, it will affect their overall rating negatively. If school psychologists are notified about professionalism issues, administrators will log for further conversation.

	Indicator	Does Not Meet Standard	Meets Standard
1	1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2	2 - 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, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active license.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3	3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.

 Meets Standards in ALL categories
  Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total) \_\_\_\_\_

<b>DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION</b>						
<b>Competencies</b>		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	<b>N/A</b>
<b>Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, &amp; Behavioral Domains (a)</b>	<b>1.1</b>	Systematically plans by reviewing records/data prior to meeting and/or serves as a member of school level teams (i.e. school improvement team, intervention team, etc.)	Regularly serves as a member of school level teams (i.e. school improvement team, intervention team, etc.)	Inconsistently serves OR reviews records/data in order to provide input to school level teams (i.e. school improvement team, intervention team, etc.)	Does not serve or review records/data as a member of school level teams (i.e. school improvement team, intervention team, etc.)	
<b>Contributes to School-Wide Assessment and Data-Based Practices for Academic, Social-Emotional, &amp; Behavioral Domains (b)</b>	<b>1.2</b>	Meaningfully interprets universal screening and/or benchmarking data and collaborates with school personnel to apply that data to curricular decisions and/or instructional practices.	Meaningfully interprets universal screening and/or benchmarking data.	Inconsistently interprets universal screening and/or benchmarking data.	Does not meaningfully and understandably interpret and apply universal screening and/or benchmarking data.	
<b>Completes Screenings in Response to Data Based Decision Making or at the Request of School or Parents</b>	<b>1.3</b>	Regularly obtains consents for diagnostic assessments/ screening within one week and shares information with school and/or parents within 4 weeks of parent consent.	Systematically plans to conduct supplemental diagnostic assessments/ screenings to assist in intervention selection or to determine the needs of the child.	Inconsistently conducts supplemental diagnostic assessments/ screenings.	Does not conduct supplemental diagnostic assessments/ screenings.	
<b>Special Education Evaluation Procedures</b>	<b>1.4</b>	Creates a report that is logically structured, and provides a clear diagnostic view of the student and suggestions are clearly linked to needs of the	Creates a report that is logically structured, and provides a clear diagnostic view of the student.	Educational evaluations provide limited analysis and interpretation of the evaluation findings.	Educational evaluations fail to analyze and interpret results accurately.	



		student.				
<b>DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT</b>						
<b>Competencies</b>		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	<b>N/A</b>
<b>School Wide Practices to Promote Learning (a)</b>	<b>2.1</b>	Demonstrates knowledge of school-wide core curricular and instructional practices by comparing individual student performance outcomes to school-wide curricular and instructional practices.	Demonstrates knowledge of school-wide core curricular and instructional practices.	Demonstrates limited knowledge of school-wide core curricular practices.	Is unaware of, or lacks understanding of school- wide core curricular practices.	
<b>School Wide Practices to Promote Learning (b)</b>	<b>2.2</b>	Demonstrates knowledge of the school's supplemental resources for remediation and/or instructional support by reviewing data from student records.	Demonstrates knowledge of the district and school's supplemental resources for remediation and/or instructional support.	Demonstrates limited knowledge of the school's resources for remediation and/or instructional support.	Is unaware of or lacks knowledge of the school's resources for remediation and/or instructional support.	
<b>Diversity and Development in Learning</b>	<b>2.3</b>	Systematically applies understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	Apply understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	Demonstrates limited understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	Does not demonstrate an understanding of the influence of culture, background and individual learning characteristics when designing and implementing interventions and assessments to achieve learning and behavioral outcomes.	
<b>Intervention and Instructional Support to Develop Academic Skills</b>	<b>2.4</b>	Systematically links available assessment information in developing instructional strategies to meet individual learning needs	Links available assessment information in developing instructional strategies to meet individual learning needs	Links available assessment information in developing instructional strategies to meet individual learning needs on a limited basis.	Does not link available assessment information in developing instructional strategies to meet individual learning	

<b>Preventative and Responsive Services</b>	<b>2.5</b>	Systematically promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Promotes recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide.	Promote recognition of risk and protective factors that are necessary to understand and address systemic problems such as school failure, truancy, drop-out, and suicide on a limited basis.	needs Does not Promote recognition of risk and protective factors that are necessary to understand and address systemic problems.	
<b>Interventions and Instructional Support to Develop Academic and Social Emotional Behavioral Skills</b>	<b>2.6</b>	Works with staff to develop strategies and provide resources to assist with implementation of those strategies to address student needs.	Assists staff with development of evidence based instructional and behavioral strategies.	Engages in limited consultation and collaboration with school staff regarding student needs.	Fails to consult and collaborate with school staff.	
<b>Family-School Collaboration Services</b>	<b>2.7</b>	Listens to and discusses concerns of the parents, and provides suggestions for strategies to use at home.	Addresses and discusses concerns of parents and provides resources, websites, and handouts.	Engages in limited consultation and collaboration with parents and families regarding student needs.	Fails to consult and collaborate with parents and families.	

### DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
<b>Advocates for Student Success</b>	<b>3.1</b>	Provides suggestions in the evaluation report that address student needs and recommends IEP goals & accommodations.	Provides suggestions in the evaluation report that address student needs and accommodations.	Suggestions are limited and do not address goals or accommodations.	Reports do not include meaningful suggestions.	
<b>Fulfills Professional (Case Manager) Responsibilities</b>	<b>3.2</b>	Brings all appropriate records, documents, and written report to case conference. Effectively communicates evaluation results and checks for parent understanding and answers parent questions.	Participates in the case conference committee, brings all appropriate records and documents including written evaluation report.	Inconsistently brings appropriate records and documents to case conferences.	Does not bring appropriate records/documentati on to case conferences.	

**PLC EXPECTATIONS RUBRIC:** Research shows that PLCs have the ability to improve instruction and enrich student learning. As a result, PLCs are a highly valued component of our educational and professional environments at FCS.

PLC	<b><u>4 - Highly Effective</u></b> <i>For level 4, much of the level 3 evidence is observed during the year, as well as some of the following:</i>	<b><u>3 - Effective</u></b>	<b><u>2 - Improvement Necessary</u></b>	<b><u>1 - Ineffective</u></b>
Collaboration	<ul style="list-style-type: none"> <li>- School Psychologist is always committed to collaboration and creating and/or using</li> <li>- School Psychologist assumes leadership role among colleagues in the PLC or plays a key role in maintaining the PLC norms</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist is consistently committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and data comparisons</li> <li>- School Psychologist is an active participant; collegial relationships are positive and productive</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist is sometimes committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons</li> <li>- School Psychologist is involved; collegial relationships are cordial</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist is rarely or never committed to collaboration and creating and/or using priority standards, common assessments, curriculum maps, and/or data comparisons</li> <li>- School Psychologist avoids participation; collegial relationships are negative or self-serving</li> </ul>
Contribution	<ul style="list-style-type: none"> <li>-School Psychologist positively and effectively helps implement PLCs remediation/extension plans</li> <li>-School Psychologist shows evidence of using curriculum maps effectively</li> <li>- School Psychologist documents data cycles and related student outcomes and helps PLC colleagues use data effectively</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist is consistently committed to effective use of teaching/remediation strategies, uses data to identify strengths and weaknesses of students, contributes to PLC data cycles, and consistently identifies strategies for student growth</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist is sometimes committed to effective use of teaching/remediation strategies, occasionally uses data to identify strengths and weaknesses of students, and occasionally identifies strategies for student growth</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist is rarely or never committed to effective use of teaching/remediation strategies, rarely or never uses data to identify strengths and weaknesses of students, and rarely or never identifies strategies for student growth</li> </ul>
Team Approach and Professional Growth	<ul style="list-style-type: none"> <li>- School Psychologist seeks out professional growth opportunities based on PLC, professional or personal goals. School Psychologist actively shares expertise with others and implements feedback</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist actively pursues and initiates opportunities for professional growth based on PLC, professional or personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist participates in professional growth as required and/or convenient; makes limited contributions; accepts feedback with some reluctance</li> </ul>	<ul style="list-style-type: none"> <li>- School Psychologist does not participate in professional growth; makes no effort to share with others; is resistant to feedback</li> </ul>

## **PROFESSIONAL IMPROVEMENT PLAN**

Staff Member:

School:

Date:

Principal or Supervisor:

1. Identification of the problem incident(s) and/or situation(s):
  - a. (If a school psychologist has been rated as ineffective or improvement necessary, please document.)
2. List the plan of action to remedy the incident(s) and/or situations(s):
  - a. (Identify parts of the plan that qualify for employee's license renewal credits.)
3. Date to review implementation of plan of action:
  - a. (Improvement Plan cannot be more than 90 school days in length.)
4. Staff member comments:
5. Signature of staff member and administrator documenting that a discussion of a problem incident(s) and/or situation(s) has occurred, a plan of action for improvement has been developed, and a date to review the effectiveness of the plan of action has been established:

---

Staff Member Signature and Date

---

Administrator Signature and Date

*A school psychologist who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. It is the responsibility of the school psychologist to contact the superintendent or the superintendent's designee to arrange for a private conference.*

## **PERFORMANCE CATEGORIES FOR FINAL EVALUATION RATING**

FCS will provide a summative rating for all certificated staff as one of the following: highly effective, effective, improvement needed, or ineffective

- **Highly Effective (3.50 - 4.00)**
- **Effective (2.50 - 3.49)**
- **Improvement Needed (1.50 - 2.49)**
- **Ineffective (<1.49)**

## **EVALUATOR TRAINING AND ACCOUNTABILITY**

FCS administrators are the only evaluators for school psychologists. All FCS administrators receive initial training provided by central office personnel in the following areas:

- FCS School Psychologist Evaluation Rubric
- FCS Instructional Model
- Observation processes/logistics
- Pre/Post Conferencing and Delivering Constructive Feedback
- Data Analysis Used for Adjusting Instruction
- Summative Scoring
- Professional Development and Remediation Plans

All FCS administrators will receive ongoing training and support in evaluation skills. Regular cabinet and principal meetings will provide the administrative team with opportunities for practice, discussion, and reflection on observation and evaluation processes. Evaluators within the same building are expected to engage in interrater reliability exercises prior to conducting formal observations.

The annual evaluation process will be monitored by the superintendent or the superintendent's designee via an online platform which will house all rubrics and templates and will enable accurate record keeping and facilitate communication between evaluators and school psychologists.

## **ANNUAL PLAN ADOPTION PROCESS**

When needed, the evaluation committee, composed of FCTA members and FCS administrators, will meet to discuss possible edits to the annual evaluation plan. The revised draft will be shared with the FCTA leadership for discussion.

After discussion with FCTA, the written plan will be shared with the board during a monthly board meeting. Following the board meeting, the revised annual teacher evaluation plan will be reviewed with evaluators (FCS administrators).

Central office and building administrators are responsible for ensuring the FCS School Psychologist Evaluation Plan is in writing and fully explained to all FCS teachers prior to evaluations being conducted.

### **TEACHER APPRECIATION GRANT POLICY**

The amount of a stipend awarded to a teacher rated as Highly Effective is 25% greater than the amount of a stipend awarded to a teacher rated as Effective

### **SENATE ENROLLED ACT 486 (2023)**

Senate Enrolled Act 486 requires each school corporation to develop or adopt a plan for annual performance evaluations for each certificate employee. A school corporation may adopt the Indiana Department of Education's (IDOE's) model plan or adopt or establish any other staff performance evaluation plan.

The plan must include an annual designation of each certificated employee in one of the following rating categories:

1. Highly Effective
2. Effective
3. Improvement Needed
4. Ineffective

The requirements for the designation in each rating category must be determined by the school corporation.



## Evaluation Rubric:

### Speech and Language Pathologists

DOMAIN 1: PURPOSEFUL PLANNING						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Utilizes current and appropriate practices and procedures for screening (a)	1.1	Administers screening accurately within 20 school days of receiving the signed screening permission, provides written screening results to parents/teachers and initiates testing referral or RtI process and within 15 days of receiving screening consent.	Administers screening accurately within 25 school days.	Administers screening but has errors/missing components and/or within 26 to 30 days.	Does not administer two or more screenings or respond to screening requests within 30 days.	

<b>Evaluation and Reevaluation Procedures</b>	<b>1.2</b>	Test results are an accurate representation of student skills, including a narrative statement of educational impact.	Faithfully administers and scores tests accurately and according to the directions of the assessment tool, analyzes standard scores, and develops a clear diagnostic impression..	Has a fragmented approach to assessments, does not administer a comprehensive battery of tests to determine functional performance, or presents a limited analysis and interpretation of the evaluation results that fails to identify student weakness and strengths.	Relies solely on subtests to make eligibility determinations.	
<b>Interprets results, writes report, timeline compliance, eligibility determination, and service recommendation (d)</b>	<b>1.3</b>	Evaluation report is completed and provided to team members/parents prior to the case conference.	Makes eligibility determination on three prongs: (1) Skills discrepant from same age peers. (2) Has to have an educational impact. (3) Has to have a need for specialized service. All three areas are represented in the report.	Makes eligibility determination on the three prongs but there is a weak correlation represented in the report.	Report does not reflect all three areas of the three prongs of eligibility.	
<b>Uses current and comprehensive content/specialty area knowledge for planning (a)</b>	<b>1.4</b>	Consistently monitors and revises instruction throughout the session to identify and meet the student needs based on performance levels.	Displays knowledge of performance levels for each student, plans for appropriate approaches to facilitate their learning, and collects data throughout the session.	Does identify student present levels of performance but does not adapt instruction to meet student needs.	Does not instruct with student performance levels and needs in mind.	



## DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Instruction	2.1	Goals are written to be met within the duration of the IEP and rigor matches student ability.	Goals are consistently measurable, clearly written, and based on present levels of performance.	Goals are not consistently measurable, clearly written, and/or based on present levels of performance.	Any of the following: Present levels are not identified. Goals are unmeasurable. Goals are carried over from prior year without modification.	
Uses Strategies that promote student engagement (a)	2.2	All students are actively engaged in learning activities throughout the entire session.	Providing adequate opportunities to respond and students are engaged, participating when prompted.	Provides few opportunities to respond. Students are engaged in the lesson only when directly prompted by the therapist. Other students are disengaged from learning while they wait for their turn.	Students are not prompted to engage in the lesson.	
Uses Strategies that promote student engagement (b)	2.3	Students demonstrates self-monitoring techniques based on therapist feedback.	Consistent, specific, and relevant feedback is provided.	Feedback is general and lacks clinical impression.	Students are not provided with feedback regarding their performance.	
Uses Strategies that promote student engagement (c)	2.4	Students can explain what they are learning and why it is important, beyond repeating the stated objective.	Student therapy goals are reviewed so students understand the connection to their school success.	Therapist targets goals but does not review with students.	Therapy sessions fail to address student goals.	
Creates an effective learning environment	2.5	Uses behavior management system consistently regardless of student behavior.	Standards of conduct have been established, communicated, and reviewed as necessary	The standards of conduct have been established, but are not consistently reinforced.	Therapist fails to address challenging student behavior that impacts learning.	

### DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
<b>Manages schedules</b>	<b>3.1</b>	Therapy schedules are clearly communicated to teachers, students, and supervisors/ building personnel and monitored/updated, as needed.	Efficiently manages and adjusts schedules by appropriately grouping and scheduling students to maximize therapy time with minimal interruptions to general education instruction.	Time-management skills are developing. Essential activities are carried out, but enhancements could be made to the schedule to improve efficiency.	Displays poor judgment which results in frequently missed deadlines, confusion amongst co-workers, and conflicting schedules.	
<b>Engages families in student learning (a</b>	<b>3.2</b>	Strives to form relationships in which parents are given multiple opportunities for communication. Examples include, utilizing communication logs, emails, Blackboard, school website. Consistently provides and monitors the return of home practice.	Proactively reaches out to parents in a variety of ways to engage them in student learning.	Relies on the same method of communication for all parents.	Only communication occurs at case conferences or when parent has a concern.	
<b>Contributes to the school, district, and/or co-op</b>	<b>3.3</b>	Participates in additional PLCs/committees either as presenter or participant.	Attends and actively participates in all discipline-specific PLC opportunities.	Only attends mandatory PLCs.	Fails to attend mandatory PLCs.	

## **CORE PROFESSIONALISM**

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation.

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2 - 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, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.

Those receiving a written warning (Step 2 or later) in our progressive discipline program in a given school year will receive an automatic 1.00 point deduction on their summative evaluation.



Meets Standards in ALL categories



Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total) \_\_\_\_\_



## Dean Evaluation Rubric

***Proposed for 2025-2026***

<b>Domain 1: Leadership Actions - School (15%)</b>			
<b>1.1 – Contributes to the achievement of the mission, vision, &amp; values</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>– Catalyzes commitment to and vigorous pursuit of the district/school's vision &amp; mission</li> </ul>	<ul style="list-style-type: none"> <li>– Works through complex issues in ways that energize stakeholder commitment</li> <li>– Contributes individual capabilities and leads group initiatives that consistently achieve essential objectives</li> <li>– Translates the vision and mission into daily school practices</li> </ul>	<ul style="list-style-type: none"> <li>– Contributes individual capabilities to achieve essential objectives</li> <li>– Organizes people and resources towards the pursuit of key objectives, but the results of these ventures are inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>– Prioritizes personal gain over the attainment of organizational goals in pursuit of the mission and vision</li> <li>– Exhibits actions or behaviors that negatively affect stakeholder commitment</li> </ul>
<b>1.2 - Manages and supports a universal code of conduct</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>– Facilitates the creation of student and staff culture that self-monitors and corrects inappropriate behaviors</li> <li>– Institutes operational procedures designed and managed to maximize opportunities for successful student learning</li> </ul>	<ul style="list-style-type: none"> <li>– Coaches a culture of excellence through repeated practice and modeling of desired behaviors</li> <li>– Consistently and equitably applies positive and negative consequences for behavior</li> <li>– Promotes a predictable, safe learning environment through consistency of actions</li> <li>– Collaboratively establishes, implements, and systematically reinforces school policies, processes, and routines in a firm, equitable, and consistent manner</li> <li>– Develops all stakeholders' understanding of school</li> </ul>	<ul style="list-style-type: none"> <li>– Supports the maintenance of routines, procedures, and policies; but is primarily reactive</li> <li>– Fails to consistently and equitably apply positive and/or negative consequences for behavior</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently implements the student code of conduct</li> <li>– Sends inconsistent messages about school policy</li> <li>– Allows irresponsible student behavior to persist</li> <li>– Fails to recognize positive student and staff behavior</li> </ul>

	policies and their consequences		
<b>1.3 – Assists with supervision and school operations</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>– Assists at school events or functions not directly assigned</li> <li>-Highly visible at all supervisory functions and proactively engages with students and staff</li> <li>-Anticipates potential issues and confronts those ahead of time</li> <li>-Knows families by name and regularly and proactively engages with and listens to families at all school functions</li> </ul>	<ul style="list-style-type: none"> <li>– Knows students by name, regularly greets students by name, and talks and listens to students</li> <li>-Knows staff by name, regularly greets staff by name, and talks and listens to staff</li> <li>-Maintains appropriate visibility at all supervisory functions and positively engages with those in attendance.</li> <li>-Consistently assists in maintaining orderly standards of behavior on school property</li> <li>-Consistently works with administration to assist in facilitating the smooth day-to-day operation of the building and student activities</li> </ul>	<ul style="list-style-type: none"> <li>– Engages and greets only certain groups of students and staff by name</li> <li>-Occasionally maintains visibility at supervisory functions</li> <li>-Occasionally assists in maintaining orderly standards of behavior on school property</li> <li>-Occasionally works with administration to assist in facilitating the smooth day-to-day operation for the building and student activities</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely engages with and/or greets students, families, and staff</li> <li>-Fails to maintain visibility at supervisory functions</li> <li>- Rarely assists in maintaining orderly standards of behavior on school property</li> <li>-Rarely works with administration to assist in facilitating the smooth day-to-day operation for the building and student activities</li> </ul>

<b>Domain 2: Leadership Actions - Communication with Stakeholders (30%)</b>			
<b>2.1 – Communicates with families</b>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>–Demonstrates a steadfast commitment to families through proactive and frequent communication, especially with those who are traditionally disengaged in their student's educational program</li> <li>-Maintains an open mind and participates in collaborative decision-making with families</li> <li>– Always models respectful behavior towards all and creates the climate and expectation for families to do the same</li> </ul>	<ul style="list-style-type: none"> <li>– Interacts with families in a timely, consistent, positive, and professional manner.</li> <li>– Complies with school procedures for communicating with families and makes an effort to engage families in the educational program</li> <li>–Uses effective communication skills with families and demonstrates communication skills that are clear, considerate, and positive</li> <li>– Consistently models respectful behavior towards all and creates the climate</li> </ul>	<ul style="list-style-type: none"> <li>– Provides some information to families and rarely makes attempts to engage them in the educational program</li> <li>– Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion</li> <li>– Inconsistently models respectful behavior towards all and occasionally creates the climate and expectation for families to do the same</li> </ul>	<ul style="list-style-type: none"> <li>– Provides minimal to no information to families and makes no attempt to engage them in the educational program</li> <li>– Oral, written, and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language, and condescension</li> <li>– Rarely or never models respectful behavior towards all and fails to create the climate and expectation for families to do the same</li> </ul>

<p>-Consistently creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected</p> <p>-Consistently Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders</p>	<p>and expectation for families to do the same</p> <p>-Sometimes creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected</p> <p>-Sometimes Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders</p>		
---	--	--	--

## 2.2 – Communicates with students

<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <p>– Communicates proactively and frequently with students and engages them in the educational program</p> <p>-Maintains an open mind and participates in collaborative decision-making with students</p> <p>– Always models respectful behavior towards all and creates the climate and expectation for students to do the same</p> <p>-Consistently creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected</p> <p>-Consistently Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders</p>	<p>– Interacts with students in a timely, consistent, positive, and professional manner.</p> <p>– Complies with school procedures for communicating with students and makes an effort to engage students in the educational program</p> <p>–Uses effective communication skills with students and demonstrates communication skills that are clear, considerate, and positive</p> <p>– Consistently models respectful behavior towards all and creates the climate and expectation for students to do the same</p> <p>-Sometimes creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected</p> <p>-Sometimes Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders</p>	<p>– Provides some information to students and rarely makes attempts to engage them in the educational program</p> <p>– Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion</p> <p>– Inconsistently models respectful behavior towards all and occasionally creates the climate and expectation for students to do the same</p>	<p>– Provides minimal to no information to students and makes no attempt to engage them in the educational program</p> <p>– Does not comply with school procedures for communicating with students.</p> <p>– Oral, written, and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language, and condescension</p> <p>– Rarely or never models respectful behavior towards all and fails to create the climate and expectation for students to do the same</p>

<b>2.3 – Communicates with school staff</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>– Uses communication to build commitment for and establishing collective efficacy</li> <li>-Maintains high visibility, accessibility, and establishes strong lines of communication</li> <li>-Proactively consults, problem solves, and generates ideas with the appropriate administrator and guidance counselors on student discipline and attendance issues</li> <li>-Proactively communicates in a timely manner with teacher/staff to problem solve issues related to student discipline/attendance</li> <li>-Consistently creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected</li> <li>-Consistently Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>– Communicates well with appropriate audiences and responds in a timely manner to resolve expressed concerns</li> <li>-Uses appropriate communication methods and media</li> <li>-Maintains appropriate visibility and accessibility to staff</li> <li>-Generally, consults with the appropriate administrator and guidance counselors on student discipline and attendance issues</li> <li>-Generally, communicates in a timely fashion to referring teacher/staff</li> <li>-Sometimes creates and fosters an environment where a diversity of ideas and opinions can be shared, appreciated, and respected</li> <li>-Sometimes Implements protocols and practices that ensure the educational leaders are approachable, accessible, and welcoming to all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>– Maintains inconsistent lines of communication and/or selects communication methods or media that have limited effectiveness</li> <li>-Responds in an inconsistent manner to resolve expressed concerns</li> <li>-Inconsistently consults with the appropriate administrator and guidance counselors on student discipline and attendance issues</li> <li>-Inconsistently communicates in a timely fashion to referring teacher</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to keep appropriate audiences informed</li> <li>– Uses methods of communication that are ineffective or inappropriate for the circumstance/audience</li> <li>-Rarely consults with the appropriate administrator and guidance counselors on student discipline and attendance issues</li> <li>-Rarely communicates in a timely fashion to referring teacher</li> </ul>

<b>Domain 3: Attendance and Behavioral Achievement (40%)</b>			
<b>3.1 - Monitors Student Discipline/Attendance</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>– Includes teachers in disciplinary/attendance actions with students and facilitates restorative practices necessary between teacher and student in a timely manner</li> <li>-Involves families and students and asks for their input making discipline/attendance a team effort</li> </ul>	<ul style="list-style-type: none"> <li>– Ensures that student consequences are equitable and consistent based on individual student needs</li> <li>- Ensures that student discipline/attendance records and consequences are consistent and accurate based on the district discipline policy and state laws</li> </ul>	<ul style="list-style-type: none"> <li>– Inconsistently ensures that student consequences are equitable and consistent based on individual student needs</li> <li>– Fails to maintain consistent and accurate records based on the district discipline or attendance policies and state laws</li> <li>-Occasionally moves throughout all areas of the school to</li> </ul>	<ul style="list-style-type: none"> <li>– Fails to ensure that student consequences are equitable and consistent based on individual student needs</li> <li>-Rarely or never visible in all areas of the school</li> <li>-Incomplete and/or inaccurate records and documentation are maintained</li> </ul>

-Empowers students to identify short-term and long-term goals and in developing appropriate action plans	-Moves throughout all areas of the school to promote positive student behavior	promote positive student behavior	
<b>3.2– Utilizes Discipline and Attendance Data to Enhance Positive School Culture</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>– Presents discipline and attendance data to the staff and builds their capacity to engage in continuous improvement, ensuring classroom and school policies and procedures reflect best practices and cultural responsiveness through data</li> <li>-Extensively utilizes and interprets data as a basis of decision-making to enhance student success</li> <li>-Provides additional behavioral interventions and/or supports to students and teachers identified through data</li> </ul>	<ul style="list-style-type: none"> <li>– Institutes systems to assess the effectiveness of policy and detect minor problems before larger issues emerge and tracks referral data to evaluate the effectiveness of interventions</li> <li>– Orchestrates frequent and timely team collaboration for data analysis</li> <li>-Disaggregates data and identifies trends</li> <li>-Implements systems and/or incentives to motivate students to display appropriate, ethical and respectful behavior at all times</li> <li>-Assist teachers with the implementation of effective, culturally responsive classroom management plans</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>–Occasionally supports and/or orchestrates team collaboration for data analysis</li> <li>-Occasionally develops and supports others in formulating action plans for implementation that is based on data analysis</li> </ul>	<ul style="list-style-type: none"> <li>– Rarely or never organizes efforts to analyze data</li> <li>– Rarely or never applies data analysis to develop action plans</li> <li>– Rarely or never uses data to evaluate effectiveness of interventions</li> </ul>
<b>3.3 - Responds to Individual Student Needs</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>-Culturally responsive to diverse student needs and interests and is continually seeking ways to improve services and interventions</li> <li>-Demonstrates creativity in adapting services which actively engages students in the process</li> </ul>	<ul style="list-style-type: none"> <li>– Consistently responsive to diverse student needs</li> <li>- Uses data to adapt supports and interventions to develop skill sets of students</li> <li>– Generally, takes a multicultural or diverse perspective into consideration when providing services and interventions</li> </ul>	<ul style="list-style-type: none"> <li>– Demonstrates limited responsiveness to diverse student needs and inconsistently adjusts supports and interventions</li> <li>– Demonstrates limited creativity in adapting services</li> <li>– Sometimes provides services and interventions from a multicultural or diverse perspective and fosters a clear understanding of diversity, ethnicity, and culture</li> </ul>	<ul style="list-style-type: none"> <li>– Adheres to intervention plan despite student's lack of positive progress</li> <li>-Does not demonstrate creativity in adapting services</li> <li>– Rarely or never takes a multicultural or diverse perspective into consideration when providing services and interventions</li> </ul>



<b>Domain 4: Leadership Actions – Professional (15%)</b>			
<b>4.1 – Maintains a culture of excellence</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>-Instills daily habits necessary to create a culture of excellence</li> <li>-Models professional excellence and high standards at all times</li> <li>- Is unwavering in maintaining high expectations for students, staff, and self</li> </ul>	<ul style="list-style-type: none"> <li>-Contributes to the maintenance and /or development of a student-centered culture that instills excellence and promotes learning</li> <li>-Consistently demonstrates professional excellence and high standards in all situations</li> <li>-Provides students and staff the support, time, and structures necessary to be successful</li> <li>-Celebrates the accomplishments of others and proactively resolves performance issues</li> </ul>	<ul style="list-style-type: none"> <li>- Possesses positive beliefs and assumptions about the potential of students and staff but fails to properly prioritize action steps or leverage available resources to achieve goals</li> <li>-Inconsistently demonstrates professional excellence and high standards in all situations</li> <li>-Recognizes and celebrates the accomplishments of others, but allows smaller performance issues to go unnoticed</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to identify and recognize the positive accomplishments of students and staff</li> <li>-Rarely models professional excellence and high standards in all situations</li> <li>-Consistently ignores staff or student performance issues</li> </ul>
<b>4.2 – Embraces reflection and growth</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>-Promotes a culture of self-reflection and continuous improvement</li> <li>-Engages self and others in professional growth experiences that translate into a demonstrable impact on student culture and achievement</li> <li>- Establishes priorities and achieves actionable plans using high-leverage leadership competencies</li> </ul>	<ul style="list-style-type: none"> <li>-Expresses willingness to learn and openly acknowledges areas for growth</li> <li>-Learns from personal experiences and the actions/insights of others</li> <li>- Establishes priorities and achieves actionable plans with minimal support from supervisor</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses a willingness to learn from others but is reluctant to admit own short-comings</li> <li>-Establishes and achieves some personal growth goals and/or requires significant input from supervisor in establishing priorities and action steps</li> </ul>	<ul style="list-style-type: none"> <li>- Resists changes to personal or leadership behaviors</li> <li>- Reacts with visible frustration to challenging problems, setbacks, or feedback</li> <li>- Fails to consistently achieve professional growth goals as outlined in a professional growth plan</li> </ul>

<b>4.3 - Maintains a culture of safety</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>-Actively champions safety initiatives and behaviors, serving as a visible and influential role model for faculty, staff, and students.</li> <li>-Establishes and regularly reviews safety policies, procedures, and plans that are clearly communicated and easily accessible to all.</li> <li>-Empowers all members of the school community to report safety concerns and ensures appropriate follow-up and accountability for safety breaches.</li> <li>-Develops and maintains strong relationships with campus safety, local emergency services, and other relevant stakeholders to ensure coordinated safety efforts.</li> </ul>	<ul style="list-style-type: none"> <li>-Adheres to all safety policies and procedures, and responds promptly and appropriately to safety incidents and concerns.</li> <li>-Effectively communicates safety policies, emergency procedures, and relevant updates to the school community.</li> <li>-Manages safety incidents efficiently, ensuring proper documentation, investigation, and corrective actions are taken.</li> <li>-Consistently holds individuals accountable for safety breaches and conducts an appropriate investigation when needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Applies safety policies inconsistently, leading to potential gaps in safety coverage or awareness within the school.</li> <li>-Tends to address safety issues only after they arise, rather than implementing preventative measures.</li> <li>-Communication regarding safety procedures or incidents may be unclear, infrequent, or not reach all relevant parties.</li> <li>-Inconsistent in holding individuals accountable for safety breaches, or may not fully investigate incidents.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates a clear disregard for established safety policies and procedures, or actively hinders their implementation.</li> <li>- Provides little to no oversight of safety protocols, resulting in a dangerous environment.</li> <li>-Fails to respond to reported safety concerns or delays action to the point where safety is compromised.</li> <li>-Repeatedly fails to comply with safety regulations, potentially leading to citations or penalties.</li> </ul>

<b>4.4 – Monitors time and task management</b>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Needs Improvement</i>	<i>Ineffective</i>
<p>At <i>Highly Effective</i>, the dean fulfills the criteria for <i>Effective</i> and additionally:</p> <ul style="list-style-type: none"> <li>-Model of punctuality and timeliness in discharging his/her professional responsibilities</li> <li>-Improves procedures and systems using technology and other innovative ideas to create efficiencies</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently demonstrates skill in managing procedures, materials/supplies, and technological tools/systems</li> <li>-Consistently allocates time and resources to achieve goals and professional responsibilities.</li> <li>-Delegates appropriate tasks to appropriate staff and assists them in successfully completing tasks</li> </ul>	<ul style="list-style-type: none"> <li>-Inconsistently allocates time and resources to accomplish goals and professional duties, struggling to differentiate between high-leverage activities from low-level distractions</li> <li>-Delegates applicable tasks to other staff but does not consistently provide the support necessary for them to achieve success in these activities</li> </ul>	<ul style="list-style-type: none"> <li>-Does not delegate tasks to appropriate staff or delegates tasks not suited for them</li> <li>-Is frequently distracted by that are unrelated to achieving primary duties and goals</li> </ul>

## **CORE PROFESSIONALISM**

This standard illustrates the minimum competencies expected in any profession. They are basic employment practices. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively. If teachers are notified about professionalism issues, administrators will log for further conversation. **Does Not Meet Standard in any one category (Summative Evaluation Deduction = -1.00 total)**

Indicator	Does Not Meet Standard	Meets Standard
1 - Attendance	Individual demonstrates a pattern of excessive or unexcused absences outside of FMLA and/or unexcused tardies (e.g. time off beyond number of PTO days in CBA unless exception is approved in advance by the superintendent or assistant superintendent).	Individual has not demonstrated a pattern of excessive or unexcused absences and arrives to work on time.
2 - 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, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Does not maintain an active Indiana Teaching License.	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, safety policies, requesting a sub, submitting PTO, submit DCS reports, IEP/504 expectations, etc.); Maintains an active Indiana Teaching License.
3 - Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parent/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parent/guardians, and community members in a respectful manner.